REPORT RESUMES

ED 017 561 UD 004 439

ANNUAL EVALUATION REPORT, TITLE I, P.L. 89-10, FISCAL YEAR 1966.

MISSOURI STATE DEPT OF EDUCATION, JEFFERSON CITY

PUB DATE 66

EDRS PRICE MF-$0.75 HC-$6.68 165P.

DESCRIPTORS- *FEDERAL PROGRAMS, *PROGRAM EVALUATION, *STATISTICAL DATA, *COMPENSATORY EDUCATION PROGRAMS, *DISADVANTAGED YOUTH, ANNUAL REPORTS, STAFF UTILIZATION, INFORMATION DISSEMINATION, PROGRAM DEVELOPMENT, ACTION PROGRAMS (COMMUNITY), INTERAGENCY COORDINATION, MEASUREMENT INSTRUMENTS, SCHOOL DISTRICTS, ACHIEVEMENT, INNOVATION, SPECIAL SERVICES, TABLES (DATA), PRIVATE SCHOOLS, ESEA TITLE 1, MISSOURI

MISSOURI'S TITLE I PROJECTS ARE DESCRIBED AND EVALUATED IN THIS REPORT. OPERATION AND SERVICE PROBLEMS INCLUDED LACK OF SUPERVISORY PERSONNEL AND OF STAFF TO PLAN FOR THE DISSEMINATION OF SIGNIFICANT INFORMATION AND TO HELP THE DISTRICTS IN PROJECT DEVELOPMENT. STATE COLLEGES AND UNIVERSITIES OFFERED ONLY LIMITED ASSISTANCE IN ESTABLISHING PROJECTS. THERE WAS A LACK OF SOPHISTICATION IN SCHOOL DISTRICT USE OF LEGITIMATE EVALUATION PROCEDURES. EVALUATION PROBLEMS INCLUDED DELAY IN THE PUBLICATION OF GUIDELINES FOR LOCAL AGENCY PROJECT EVALUATION AND LACK OF STAFF AND COLLEGE ASSISTANCE TO LOCAL AGENCIES. RECOMMENDATIONS STRESS THE NEED FOR SUFFICENT TIME FOR PLANNING PROJECTS, RECRUITMENT OF ADDITIONAL PERSONNEL, COMBINATION OF LOCAL ACTIVITIES INTO FEWER PROJECTS, MORE LOCAL CONTROL OF FEDERAL FUNDS, AND SIMPLIFICATION AND STANDARDIZATION OF GUIDELINES, FORMS, REPORTS, AND EVALUATION PROCEDURES. THIS REPORT FOLLOWS THE GUIDELINES FORMULATED BY THE OFFICE OF EDUCATION FOR EVALUATING TITLE I ACTIVITIES, AND ALONG WITH DESCRIBING THE DEVELOPMENT OF THE PROJECTS, INCLUDES SPECIFIC DESCRIPTIONS OF THE PROJECTS, STATISTICAL INFORMATION, AND TABULAR DATA. (AF)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED017561

ANNUAL EVALUATION REPORT
Title I, P. L. 89-10
Fiscal Year 1966

01439

STATE OF MISSOURI

UD004439

Prepared By
Title I Section
STATE DEPARTMENT OF EDUCATION
Jefferson City, Missouri

TABLE OF CONTENTS

Part I 1

1. Operation and Services 2-3

2. Dissemination 4-5

3. Evaluation 6-7

4. Major Problem Areas 8-11

5. Implementation of Section 205 (a) (1) 12-13

6. Coordination of Title I and Community Action Programs 14-34

7. Inter-relationship of Title I with other Titles of ESEA 35-79

8. Cooperative projects between districts 80-84

9. Non-Public School Participation 85-88

10. Supplementary Materials 89-98

Part II 99

1. Statisticial information 100

2. Establishing Project Areas 100-102

3. Needs 103-105

4. Local Educational Agency Problems 106-108

5. Prevalent Activities 109-113

6. Innovative projects and human interest 114-139

7. Methods of increasing staff for Title I projects 140-141

8. Measuring instruments 142-143

9. Analysis of effective activities and methods 144-145

10. General analysis of Title I 146

Part III 147

Tabular Data

Table 1 148-154

Table 2 155-157

Table 3 158

Table 5 159

Table 6 160

Table 7 161

Appendix 162

PART I

1. OPERATION AND SERVICES:

In a few paragraphs, indicate the types of services that the State Educational Agency has provided to Local Educational Agencies (including site visits, regional conferences, consultants, data processings, etc.)

Title I Section, Division of Instruction, State Department of Education has a staff of eleven professional personnel of which two are assigned full-time to provide for evaluation of Title I projects. Other Title I staff members plus personnel from other sections (Guidance, NDEA, Curriculum, etc.) provide additional services in this area. As early as August, 1965, workshops for school administrators of the state were held in which discussion of evaluation was an essential part. At that time, anticipated regulations concerning evaluation were reviewed.

In November, 1965, prior to the acceptance of project applications, state meetings were held in Jefferson City, Missouri, for local school representatives from five regions of the state. At that time the evaluation prospectus was presented to school administrators, counselors, counselor educators, and other key personnel who were to work in this area. A substantial amount of time was allowed in each of the meetings to present, and encourage use of, five evaluation designs as suggested by the U. S. Office of Education and to interpret the intent of the law in respect to the evaluation procedures. Theoretical, as well as practical, applications as presented at regional workshop meetings conducted by National Training Laboratory in conjunction with the USOE in October of 1965, were discussed in the meetings.

Following the November meetings, evaluation strategy meetings were held in local areas by the evaluation staff of the Title I Section. These generally were with several school districts coming together for a county or cooperative meeting.

Discussion drafts of Title I evaluation guides were developed throughout the year. Local Educational Agencies of the state were informed of the development of evaluation strategy until such a time as a final evaluation guide for the State of Missouri was developed (copy enclosed). State distribution was made of the enclosed Title I Evaluation Guide in May of 1966, following the USOE Regional meeting on evaluation strategy in Chicago, Illinois, May, 1966.

The Title I Evaluation Staff has contracted with Mr. Abb R. Vaughn of St. Louis University, St. Louis, Missouri, to analyze data from local evaluation reports and to put this information into a rational evaluation design for the State. Mr. Vaughn has provided tables of data collected in an effort to provide an over-all statistical picture of both Title I and non-Title I schools throughout Missouri.

Evaluation supervisors have been available, on call, to assist personnel of local educational agencies with evaluation of fiscal 1966 projects and in preparing evaluation designs for fiscal 1967 projects. Visits have been made to school districts to assist in making corrections to evaluation reports which were submitted incorrect or incomplete.

2. DISSEMINATION

(a) How local projects are disseminating data--

(1) To other Local Agencies: During the 1965-66 school year, the State Department of Education has served as a clearing house for dissemination of information to the local educational agencies. During this first year of operation, an abstract of each of the approved projects was made and kept in a central dissemination point. Upon request, information in regard to a particular type of project activity could be made available. To supplement this service, the supervisors responsible for supervision of the various local projects have been encouraged to provide information regarding activities which were creative, or innovative to other school districts, needing help in project planning.

The State Agency is now in the process of establishing a prospectus for dissemination points throughout the state from which information pertinent to Title I may be provided to the school districts in a given geographic area. These dissemination points would house ERIC information of the Department. These materials could be used in Title I planning, implementation, and evaluation. In the intial stages of this pilot operation, four or five centers are in the process of being selected.

(2) To the State Agency: Dissemination to the State Agency during the 1965-66 school year has principally been through the application, evaluation, and supervisory on-the-spot visitations of the local school districts. The State Agency serves as a clearing house to disseminate significant information to other interested agencies regarding successful Title I operations.

(b) State plan and arrangement for disseminating information on promising educational practices.

The state plans to set up dissemination points. It is hoped that through these dissemination points various systems will be employed to meet given needs of the school districts. The State of Missouri is now in the process of establishing a two-millon-dollar computer center. Efforts are now being made to locate personnel and microfilm specialists to assist in establishing more feasible ways of disseminating significant information to the various LEAs.

3. EVALUATION

(a) Guidelines, modifications of previous guidelines, and other types of assistance your state has provided to local agencies for evaluating Title I projects.

The Title I Evaluation Guide was developed through a combined effort of the Title I Evaluation staff and the Division of Guidance Services of the State Department of Education. It is the intent of the document to meet the following criteria:

(1) Meet the intent of the legislation as stated in sections 205(a), 206(a)(3), 207(b), and 212(2).

(2) To provide instructions and illustrations to aid local educational agencies in completing the evaluation report of Title I projects.

(b) Names and titles of all state personnel involved in providing evaluation assistance.

Coodinator P.L. 89-10

John T. Lawrence

John W. Alberty
Director

Finance	Program Design and Review	Evaluation and Diagnosis
Lowell Jones	C. D. McKinney, Supervisor	Donald R. Shire, Supervisor
Supervisor	John Estelle, Supervisor	Ed Downey, Supervisor
	Burrill Laney, Supervisor	
Lloyd Boyd	Ren G. Foster, Supervisor	
Supervisor	John Allan, Superivsor	
	Leo Grebe, Supervisor	

INTERDEPARTMENTAL ASSISTANCE

Person	Position	Specific Assistance
Glenn White	Guidance Supervisor	Data Processing Procedures
Charles Blackman	Guidance Supervisor	Elementary Counseling Programs
Randall Tedlock	Director of Finance	Assistance in Accounting Procedures
Charles Foster	Director of Guidance	Coordinator of Total Guidance to Title I
Raymond Roberts	Director of Curriculum	Assisting in Program Design

* The above citations are examples of frequent cooperation in interdepartmental development. The entire staff of the State Department of Education may be used upon request of the Title I Division.

(c) Names, titles, and institutions or agencies of all consultants involved in providing evaluation assistance to the state.

(1) Missouri University

Type of Service:

The University of Missouri is in the process of establishing a state-wide testing program; state norms are being formulated for both elementary and secondary. School districts may subscribe to the University scoring service. Title I project evaluations prepared by the various LEA's are utilizing this service, and there is a close working relationship between the University of Missouri, Guidance Department of the State Department of Education, and the Title I staff of the State Department of Education.

(2) St. Louis University (St. Louis)

Type of Assistance:

(See appendix---for Vaughn contract)

(d) How many projects employed each of the following evaluation designs?

	State Evaluation Design	No. of Projects
(A)	Two group experimental design using the project group and a conveniently available non-project group as the control.	3
(B)	One group design using a pretest and posttest on the project group to compare observed gains or losses with expected gains.	103
(C)	One group design using pretest and/or posttest scores on the project group to compare observed performance with local, state, or national groups.	63
(D)	One group design using test data on the project group to compare observed performance with expected performance based upon data for past years in the project school.	19
(E)	One group design using test data on the project group, but no comparison data.	76
(F)	Other (specify)	147

* Additional analysis provided for in Appendix A

4. MAJOR PROBLEM AREAS

(a) Under each of the following catagories, describe the major problems encountered by your state in administering the Title I program: (1) Reviewing Proposals, (2) Operation and Service, (3) Evaluation, and (4) Other.

(1) Reviewing Proposals

The following chart shows the employment date of each Title I staff member indicating the nature of duties equated to the number of projects approved by month. As the chart indicates, the volume of projects in relation to the available staff presented the major problem.

EMPLOYED	NATURE OF DUTIES	NO. OF PROJECTS APPROVED PER MONTH
9/1/65 9/15/65	Evaluation and Program Review Director of Title I	0
10/-/65		0
11/-/65		0
12/-/65		93
1/3/66 1/6/66	Finance Supervisor Finance Supervisor & Program Review	364
2/-/66		239
3/-/66		182
4/-/66		95
5/-/66		5
6/16/66 6/20/66	Program Review Program Review	3
7/1/66 7/1/66 7/1/66	Program Review Program Review Program Review	0
8/15/66 8/15/66	Evaluation Supervisor Program Review	0

Qualified personnel were limited in availability until the close of the 1965-66 school term. When personnel became available, assignments were made to review preliminary plans submitted by LEAs and to assist in planning Title I activities for fiscal year 1967.

(2) Operation and Services

During the operation in the Fiscal Year 1966, the major problems were derived from the lack of adequate staff:

a. Lack of supervisory personnel.

b. Lack of staff to set up plan for dissemination of significant information.

c. Lack of staff for sufficient help to districts in program development.

d. There have been problems in inter-departmental coordination in relation to Title I. Inroads have been made as indicated in section 3b and 7d of this report, however, the Coordinator of Public Law 89-10, Director of Title I, and the Assistant Commissioner, Division of Instruction, are in the process of developing internal departmental policies for a closer coordination between all phases of the department.

e. The state colleges and universities have been of some assistance during the first year of operation; however, the degree of assistance has been limited. Systems are being developed for utilization of counselor educators in the various public and non-public higher institutions in the following areas:

(1) seminars with groups of representatives with LEAs

(2) individual help with LEAs

(3) counsel with SDE on evaluation in such areas as designs, testing services, and data processing

f. Generally, the LEAs have not been accustomed to the process of organizing their evaluation in such ways as suggested in Title I. In many districts, there has been a lack of sophistication in use of legitimate evaluation procedures. The general trend seems to be that where there is a qualified evaluation staff employed by a district, the higher the quality of the report. The exception rather than the rule has been true; however, there are several small districts which have provided excellent evaluations to the State Department of Education.

(3) Evaluation:

a. Delay in publication of specific guidelines to be used by local educational agencies in project evaluation proved to be a problem. Due to lack of time, staff, and information from the USOE, specific guidelines were not provided for local agencies until May, 1966.

b. Lack of supervisory staff to assist local agencies as well as colleges and universities to give assistance.

c. Many of the local agencies did not follow rational designs in the evaluation of Title I programs.

d. Specific Items in Relation to Evaluation which caused problems:

(1) USOE request for large volume of information regarding general school operation which had little or no apparent connection to Title I operation

(4) Other - None

(a) Suggestions or recommendations for revising the legislation in order to alleviate these problems.

The operation of Title I, P.L. 89-10 in the state of Missouri during fiscal 1966 has been a successful program due to the cooperative effort put forth by all federal, state, and local educational agencies who participated in serving the needs of the economically and educationally deprived youth. Common agreement on the part of all agencies involved has indicated a desire for refinement and improvement of activities to be conducted during succeeding fiscal years. It is with this thought in mind that the following recommendations for improvement of future Title I projects are presented.

1. Sufficient time for planning projects, to be conducted during the school year, should be allowed.
2. Recruitment of additional personnel on all educational agency levels needs to be promoted in order to fully administer the objectives set forth by the new federal law
3. Activities proposed by local educational agencies need to be combined into as few projects as possible, the ultimate goal being a single project designed to serve a variety of needs of the economically and educationally deprived.
4. Guidelines, forms, reports, and evaluation procedures need to be simplified and standardized so as to permit all agencies to expedite Title I proposals
5. More control in the use of federal funds needs to be vested with the local school districts. General aid to education, rather than categorical aid, is a desirable objective.

5. IMPLEMENTATION OF SECTION 205 (a) (1)

(a) In order of prevalence, describe the type of projects that were not approved when first submitted on the basis of size, scope, and quality. (This may include projects that were revised substantially and then approved.)

The State Agency, in an attempt to interpret the federal Guidelines and Regulations, established several criteria by which projects submitted by local educational agencies were evaluated prior to approval. But the primary concern of this endeavor was to meet the intent of the legislation in that programs should, in fact, meet the special educational needs of educationally deprived children. Many early project applications seemed to indicate a tendency toward meeting the school needs rather than the special educational needs of the educationally deprived children. School districts were, for example, submitting general-aid type of projects such as curriculum materials centers or libraries from areas with relatively low percentages of educationally deprived children. This led to the preparation of criteria which were incorporated into a supplement to the project application which is now being used in project preparation. (See attached appendix B "Supplemental Forms"). The supplement is divided into sections representing kinds of diagnostic and research work which a district must do before submitting Parts I and II of the project application. The Step 3 is a tentative outline of the planning of a district before the project application is prepared. This procedure gives the State Agency an opportunity to check the size, scope, and quality as well as the other criteria indicated in steps 1 and 2. Thus proposed project activities may be reviewed and corrected prior to the actual preparation of the project application. There have been other problems in relation to size, scope, and quality which have appeared; but the utilization of money by the LEA to meet the intent of the legislation was the most difficult problem to overcome.

(b) In order of prevalence, describe the common misconceptions of local educational agencies concerning the purposes of Title I and the requirements for size, scope, and quality.

(1) General aid projects versus projects which provide catagorical aid.

(2) There was a concentrated effort on the part of the LEAs during the first year to provide excess supplies and equipment.

There was a definite tendency to set up some program to meet special educational needs which would amount to 80% of the allocation, the other 20% would be used for general aid equipment as requested by the various departments of the school. One specific example was a whirlpool bath which appeared in a reading program.

(3) Provision for non-public school children was established before and after school "only to meet the intent of the legislation." Consequently, there was not a balance in programs between public and non-public school children in these programs. (See item 9, section C for legal statutes in regard to this matter.)

*A concentrated effort on the part of the SDE is being made to overcome this situation within the Missouri statutes.

6. COORDINATION OF TITLE I AND COMMUNITY ACTION PROGRAMS

(a) Number of projects in the local educational agencies that serve an area where there is an approved Community Action Program.

The entire state has been organized into approved regional Community Action Agencies. (See appendix C for listing of regional approved CAA organization.)

(b) Total amount of Title I money approved for LEAs where there is an approved Community Action Program---$14,100,000 (60% of total funds expended).

(c) What action has been taken at the state level to insure coordination and cooperation between Title I applicants and Community Action Agencies at the local level (include relationship with State Technical Assistance Agency.)

The Title I, PL 89-10, Division of Instruction, State Department of Education, has a close working relationship with the Missouri Office of Urban Affairs. Title I provides the Office of Urban Affairs with two abstracts of every approved Title I project (See appendix D for example of abstract). The Office of Urban Affairs in turn retains one copy of the abstract in the central file in Jefferson City, Missouri, and sends one copy of the abstract to the local and/or regional CAA office.

The joint check-off procedure is being utilized by both LEA and CAA to insure cooperation in project planning.

(d) Describe the successes in securing Community Action Agency--Local Education Agency Cooperation.

1. Relations between the local CAA agency and local public school districts have been good. There have been no instances, called to the attention of the SDE, of major conflict. Minor points of conflict have been resolved on the local level.

LEAs have been successful in securing services to assist educationally deprived students through both CAA and Title I. Guidance Services, as well as remedial reading, have been provided by CAA while Title I funds have been utilized to provide summer school services and facilities to more fully meet educational needs.

Headstart funds were used in one instance to provide services to four-year-olds and Title I funds were used to provide kindergarten experiences for five-year-olds--both projects were operated simultaneously.

Bakersfield R-IV School, Ozark County, Missouri--Kindergarten Enrichment Program. (Title I provided pre-school program for five-year-olds, Office of Economic Opportunity provided pre-school program for four-year-olds.)

Trends in Regard to Pre-School Education Programs

There is a trend in the state for the LEAs to swing from the funding of pre-school programs under the Office of Economic Opportunity to Title I, PL 89-10. It is not shown in our records what percentage change-over there has been. However, in a general summary from the following rationales are given:

(1) The LEA can work in a closer relationship with the SDE than with OEO due to an empathy for common problems.

(2) Less paper work and less delay in going through ESEA

(3) Enrollment is not limited to economically deprived, but educationally deprived may also be included

(4) Lack of funds under OEO

(5) ESEA has more time flexibility in programs.

(e) Describe the problems in securing Community Action Agency--Local Education Agency--Cooperation

An overview of problems is organized around SMSA classifications to give a general overview of the nature of the situation as it now exists.

CLASS A

St. Louis City:

The St. Louis Board of Education was active in the development of the original plan, Gateways for Youth, which served as the initiation point for the St. Louis

Human Development Corporation, the local Community Action Agency. Staff personnel of the Board of Education served as unpaid consultants to the Human Development Corporation in its early stages. The very first project which HDC had approved in 1964 through the Office of Juvenile Delinquency and Youth Crime, the Banneker Community Project, was a project of the St. Louis Public Schools. Then two educational projects, the Lincoln Summer Institute and the Study Learning Resources Centers Projects, were in the first "package" of projects approved by OEO for St. Louis in December of 1964. So in fact there has been a long history of cooperation between the Board of Education and the Human Development Corporation. Probably the only disagreement has been one of priorities.

In the summer and fall of 1965 HDC experienced a rapid build-up of requests for a wide variety of projects. Funds were becoming scarce and some members on the HDC board felt that the Board of Education should seek funds for its projects from other sources. The major source mentioned was the Elementary and Secondary Education Act. However, the ESEA was written to assist an entire poverty area, not just a single elementary school district which occupied about one-quarter of the total Title I area. This made funding of the Banneker Community Project as a single entity impossible, particularly since the objectives of the Banneker Project was to make attitudinal changes in the target population---community, parents, and children---and the objectives of the ESEA Title I are purely educational in the sense that we hope to promote literacy skills in the entire Title I area as our immediate objective.

After considerable discussion with the HDC board they decided to fund the Banneker Community Project for the next fiscal year beginning July 1, 1966, for $200,000. (The previous year the amount funded was $486,000.) The other projects, the Lincoln Summer Institute and the Study Learning Resources Centers, with some evolutionary minor changes were shifted to Title I of ESEA. We agreed that elements of the Banneker Project would be assumed by the Board of Education in 1967.

In July, we learned that Banneker would be funded only until November 30, 1966, for $66,000 but that we had a good chance of continuation. Later, we were informed that higher OEO authority would not permit funding of the Banneker Project beyond November 30, 1966.

In December, 1965, we suggested to HDC that a coordinating committee should be formed which would evaluated CAP projects and Title I projects. This was immediately accepted and an ESEA-EOA Coordinating Committee was formed which would have the freedom to communicate directly as projects developed. To date this committee has served the purpose for which it was intended.

There is little question that frequent and easy contact between the Board of Education and HDC has continued since the beginning of that agency.

Statement from Kansas City:

If the C.A.P. Board does not endorse the Title I proposal, the school district must depend upon the fifteen day period. If, during that time the C.A.P. Agency decided to make a public protest, one or more of the following effects may take place.

1. The State Department of Education may decide to postpone its approval.
2. Community reaction to the Title I proposal may be seriously split.
3. Modifications in the Title I program thought to be less meritorious may be accepted by the school district in an effort to salvage community relationships.

The main sources of difficulty have been described above. There are others:

1. C.A.P. Boards will sometimes operate in such a way that the result

is to assume prerogatives that should be left with the school district, such as the selection of personnel for the educational program.

2. The C.A.P. Board may adopt policies related to the educational program which are not only in conflict with existing policies of the school district, but unworkable inside the limitations that frame the operation of a school district.

When the school district and a C.A.P. Agency can agree on broad areas of prime responsibility for educational programs, collaboration between Title I and C.A.P. programs can be mutually beneficial to the educational effort.

OBSERVATION ON THE RELATIONSHIPS BETWEEN A SCHOOL DISTRICT TITLE I PROGRAM AND THE COMMUNITY ACTION GROUP TITLE II A PROGRAMS

The character of the relationships that develop between school districts and the C.A.P. Agencies will vary from location to location.

The major difficulty arises from differences in interpretation of the guidelines written to facilitate cooperative planning and coordination of Title I projects supported by ESEA and projects supported by the Economic Opportunity Act, particularly Title II A, the Community Action Program.

To be specific, requirements set forth in the guidelines are inconsistent. They specifically state that nothing in the guidelines shall be construed to be an award of veto power to the C.A.P. Agency. Notwithstanding, the executive officer is required to be empowered by the C.A.P. Board to sign a statement attesting to the fact that cooperative planning and coordination during the design of the Title I program have taken place. The effect is to deny veto power in the guidelines, but to award it by the necessity of obtaining the signature.

The fifteen day period inside of which the C.A.P. group must act facilitates final approval of a Title I project, but does not help solve the problems that develop.

Some of the difficulties frequently encountered are:

1. The C.A.P. Board cannot meet in time to act upon the Title I proposal.
2. The C.A.P. Board will refer the proposal to its Neighborhood Councils who frequently take an inordinate amount of time to study the proposal.
3. Decisions are reached which reflect the C.A.P. Agencies' concern with Community Action Programs rather than worthy programs of education for disadvantaged pupils.

None other.

CLASS B--None reported.

CLASS C--None reported.

CLASS D--None reported. Seems to be a high degree of school officials

CLASS E--Problem of distance to regional CAA office from local LEA office and general lack of communication between local area and regional CAA office. The administration of this problem is somewhat lessened by the joint check-off forms contained in the FY 1966-67 project applications.

(f) Describe the inter-relationships of the two programs at the local level particularly the extent to which the two acts are used in a reinforcing manner.

It is the philosophy and intent of the working relationship between Title I and CAA that Title I will be primarily responsible for the basic educational needs of educationally deprived children while the CAA provides for such supplementary needs as health, food, and clothing for the economically deprived. In this way, districts in Missouri are able to use funds from both programs to meet the needs of the children for which the Acts were intended.

The following is a listing funded by the Missouri Office of Urban Affairs which directly relate to school programs. The following chart is compiled as a cooperative effort between the Office of Urban Affairs, Jefferson City, Missouri, and the State Department, Title I staff. The chart includes:

(1) Regional office CAA funding project, (2) Type and location of project, (3) Title I project in same location, and (4) Name of local educational agency administering Title I Programs. The chart includes CAA fundings January 1 through July 1, 1966, and Title I fundings fiscal year 1966.

Many other CAA fundings have taken place which were not directly related to school programs which are not included in this report.

CORPORATION	CAA PROGRAM	TITLE I PROGRAM	SUBMITTING AGENCY
Bollinger, Cape, and Perry Counties Human Resources Corporation	Summer Head Start Perryville #32 School	Improvement of Communicative Skills, Scientific Knowledge and Health	PERRYVILLE #32
	Summer Head Start Jackson School R-II	Summer School Program	JACKSON R-II
	Summer Head Start Cape Girardeau Public Schools	#1 - Reading Program #2 - Speech Correction #3 - Improved Learning #4 - Special Education #5 - Summer School #6 - Improvement of Basic Education	CAPE GIRARDEAU #63
Central Missouri Counties Human Development Corporation	Summer Head Start and Four Month Head Start Mexico Public Schools	#1 - Corrective Reading #2 - Improvement of Instruction #3 - Summer Program	MEXICO #59
	Summer Head Start Jefferson City Public Schools	#1 - Reading and Arithmetic #2 - Language Arts and Mathematics #3 - Elementary Physical Education #4 - Visiting teacher #5 - Academic Tutorial and Library Service #6 - Speech Correction #7 - Counseling Service #8 - Library Service	JEFFERSON CITY
	Summer Head Start Columbia Schools	#1 - Child Study Clinic #2 - Prework and Attitude Experience #3 - Prework and Attitude Experience #4 - Summer InService Workshop #5 - Social Studies	COLUMBIA

CORPORATION	CAA PROGRAM	TITLE I PROGRAM	SUBMITTING AGENCY
Central Ozarks Economic Opportunity Corporation	Summer Head Start Koshkonong R-III and Alton R-IV	#1 - Special Education #2 - Audio-Visual	KOSHKONONG R-III
		#1 - Remedial Reading #2 - Kindergarten #3 - Remedial Language Arts, Social Studies, and Science-Math	ALTON R-IV
	Summer Head Start Liberty, Grove, and Peace Valley Schools	Remedial Work - Remedial Program	LIBERTY GROVE C-9 PEACE VALLEY
	Summer Head Start West Plains	Improvement of Basic Skills (K-12)	WEST PLAINS R-VII
	Willow Springs Summer Enrichment Program	#1 - Audio-Visual Curriculum Material Center with Reading Laboratories #2 - Kindergarten	WILLOW SPRINGS R-IV
Delta Area Economic Opportunity Corporation	Summer Head Start New Madrid	#1 - Health Services #2 - Dental Services (Coop) #3 - Film Library (Coop) #4 - Basic Skills	NEW MADRID R-VI
	Summer Head Start Oran	Remedial Reading	ORAN R-III
	Summer Head Start Portageville	#1 - Film Library (Coop) #2 - Elementary Counseling Services #3 - Health Services #4 - Dental Services (Coop) #5 - Materials Center #6 - Remedial Summer Program	PORTAGEVILLE R-I

CORPORATION	CAA PROGRAM	TITLE I PROGRAM	SUBMITTING AGENCY
Delta Area Economic Opportunity Corporaton	Summer Head Start Richland	#1 - Remedial--Basic #2 - Speech Correction #3 - Resource Center #4 - High School Remedial	RICHLAND R-IV
	Summer Head Start Lilbourn	#1 - Remedial Program #2 - Library Services and Material Center #3 - Dental Services (Coop) #4 - Film Library (Coop) #5 - Health, Secretarial, and Food Services #6 - Remedial Program #7 - Elementary Library and Materials Center	LILBOURN R-IV
	Summer Head Start Matthews	#1 - Dental Services (Coop) #2 - Film Library #3 - Summer School Remedial Reading	MATTHEWS R-V
	Summer Head Start Morehouse	#1 - Dental Services (Coop) #2 - Film Library (Coop) #3 - General Improvement Project	MOREHOUSE #12
	Summer Head Start Dexter	#1 - Corrective Reading #2 - Health Improvement #3 - Guidance and Counseling #4 - Cultural Enrichment #5 - Extended Library Services #6 - Individualized Help #7 - Physical Development	DEXTER R-XI
	Summer Head Start Bloomfield	#1 - Remedial Reading and Math #2 - Health Services #3 - School Library Service	BLOOMFIELD R-XIV

CORPORATION	CAA PROGRAM	TITLE I PROGRAM	SUBMITTING AGENCY
Delta Area Economic Opportunity Corporation	Summer Head Start and Youth Development Centers East Prairie	#1 - Materials Center #2 - Remedial Reading #3 - Teacher Aides Program #4 - Kindergarten #5 - Summer Learning Center	EAST PRAIRIE R-II
	Summer Head Start Gideon	#1 - Kindergarten #2 - Corrective Reading #3 - Teacher Aides #4 - Industrial Education #5 - Physical Education and Summer Recreation #6 - Dental Services (Coop) #7 - Film Library (Coop) #8 - Educational Materials and Equipment Center	GIDEON #37
	Summer Head Start Caruthersville	#1 - Summer Remedial Program #2 - Core program in improvement of basic skills, health, and culture	CARUTHERSVILLE R-III
	Summer Head Start and Family Service Centers Charleston	#1 - Kindergarten #2 - After-School Tutoring #3 - Teacher Aides #4 - Special Education	CHARLESTON R-I
	Summer Head Start Clarkton	#1 - Industrial Arts Department #2 - Kindergarten #3 - Remedial Reading #4 - Guidance and Counseling #5 - Teacher's Aides #6 - Art instruction #7 - Business Education	CLARKTON C-4

CORPORATION	CAA PROGRAM	TITLE I PROGRAM	SUBMITTING AGENCY
Delta Area Economic Opportunity Corporation	Summer Head Start Senath	#1 - Junior High Guidance #2 - Health Program #3 - Kindergarten #4 - Speech Correctionist #5 - Remedial Reading #6 - Teacher Aides	SENATH
	Family Service Centers Hayti	#1 - Improving reading ability #2 - School Nurse #3 - Improving Health, Physical, and Cultural Level	HAYTI R-III
	Summer Head Start Advance R-IV	#1 - Kindergarten #2 - Remedial Reading #3 - Guidance Counselor and Physical Education	ADVANCE R-IV
	Summer Head Start Bernie R-XIII	#1 - Remedial Reading and Math #2 - School Health #3 - Materials Center, Teacher Aides, and Elementary Library #4 - Educational Tours, Summer Science Program, In-Service Training	BERNIE #13
DOW Tri-County Corporation	Full Year Head Start Manes R-V	Remedial--reducing class load	MANES R-V
	Full Year Head Start Plainview R-VIII	Meet the needs of educationally deprived children	PLAINVIEW R-VIII
	Full Year Head Start Skyline R-II	Meet the needs of educationally deprived in two elementary schools (coop)	SKYLINE R-II

CORPORATION	CAA PROGRAMS	TITLE I PROGRAMS	SUBMITTING AGENCY
Human Resources Development Corporation of Linn, Livingston, Daviess, and Caldwell Counties	Summer Head Start Chillicothe, Braymer C-4	#1 - Remedial Reading #2 - Speech Correction and Teacher Aide #3 - Specialized Curricular Services #4 - Remedial Summer School	CHILLICOTHE R-II
		#1 - School Nurse #2 - Remedial Reading #3 - Teacher Aide and Curriculum Material Center	BRAYMER C-4
Kansas City Human Resources Corporation	Summer Head Start Liberty Public Schools	#1 - Summer Program Reading and Math #2 - Summer Program Reading, Writing, and History	LIBERTY #53
	Summer Head Start Kansas City School District	Comprehensive program in academic achievement, physical development, health, practical skills, personal development, curriculum improvement, and instructional materials	SCHOOL DISTRICT OF KANSAS CITY
Mid-Missouri Community Action Corporation	Summer Head Start Cole Camp School	#1 - Remedial Reading #2 - Teachers Aides	COLE CAMP R-I
	Summer Head Start Warsaw R-IX	#1 - Kindergarten #2 - Health Program #3 - Basic Skills	WARSAW R-IX
	Summer Head Start Sedalia #200	Remedial Reading and Math	SEDALIA #200
	Remedial Reading Leeton School	Improve the communicative, math science, and social studies skills	LEETON R-X

CORPORATION	CAA PROGRAM	TITLE I PROGRAM	SUBMITTING AGENCY
DOW Tri-County Corporation	Full Year Head Start and Summer Head Start Hartville R-II	#1 - Library Unit #2 - Physical Education and Health Program #3 - Art, Music, and Guidance	HARTVILLE R-II
	Summer Head Start Bakersfield R-IV	Art, cultural, health enrichment	BAKERSFIELD R-IV
	Summer Head Start Mansfield School	#1 - Summer Developmental Unit #2 - Reading and Reference Library	MANSFIELD R-IV
	Remedial Reading Ava R-I	#1 - Expanded Library #2 - Remedial High School Program #3 - Counseling Services #4 - Basic Skills (k-12)	AVA R-I
	Full Year Head Start Thornfield	Opportunity for Student Educational Growth	THORNFIELD R-I
	Full Year Head Start Lutie Community	Education Improvement Program	LUTIE R-VI
	Full Year Head Start Bakersfield R-IV	#1 - Art, Culture, and Health Enrichment and Expansion #2 - Kindergarten	BAKERSFIELD R-IV
Economic Opprotunity Corporation of Greater St. Joseph	Summer Head Start	Basic Skills Improvement	ST. JOSEPH PUBLIC SCHOOLS
Franklin County R-III Schools	Summer Head Start	#1 - Kindergarten #2 - Language Arts and Health Program	FRANKLIN COUNTY R-III

CORPORATION	CAA PROGRAM	TITLE I PROGRAM	SUBMITTING AGENCY
Mineral Area Coordinating Corporation	Remedial Reading Ste. Genevieve R-II	#1 - Instructional Materials Center #2 - Saturday Opportunity Classes #3 - Summer School	STE. GENEVIEVE R-II
	Summer Head Start Desloge R-II	Basic and Remedial Reading	DESLOGE R-II
Missouri Ozark Economic Opportunity Corporation	Summer Head Start St. Elizabeth R-IV	Individualized Instruction for Educationally Deprived	ST. ELIZABETH R-IV
	Summer Head Start Lebanon School	#1 - Kindergarten #2 - Compensatory Project a. Language b. Special Education c. Social Studies d. Aides and Materials #3 - Summer Reading Project #4 - Summer Industrial Arts	LEBANON PUBLIC SCHOOLS
	Summer Head Start St. James School	#1 - Industrial Arts #2 - Remedial Program and Counseling #3 - Cultural Fine Arts	ST. JAMES PUBLIC SCHOOLS
	Head Start Newburg, Edgar Springs	#1 - Remedial Reading #2 - Kindergarten #3 - Guidance Services	NEWBURG R-II
Missouri Valley Human Resources Development Corporation	Summer Head Start Carrollton R-VII	#1 - Special teachers #2 - Instructional and audio-visual equipment #3 - Project Remedial and Enrichment	CARROLLTON R-VII

CORPORATION	CAA PROGRAM	TITLE I PROGRAM	SUBMITTING AGENCY
Ozarks Area Community Action Corporation	Summer Head Start Springfield School District	General Instructional Services Educationally Deprived a. Reading b. Basic Instructional c. Guidance d. Health e. In-service	SCHOOL DISTRICT OF SPRINGFIELD
	Summer Head Start Pierce City School	#1 - Health Program #2 - Counselor Program	PIERCE CITY R-VI
	Summer Head Start Miller Schools	#1 - High School Study Supervisor #2 - Health and Physical Education #3 - Teacher Aides #4 - Library Improvement	
	Summer Head Start Fordland School	Basic Skills Improvement Project	FORDLAND R-III
	Summer Head Start Bolivar School	Improvement of Basic Skills a. Reading b. Language Arts c. Science d. Math	BOLIVAR R-I
	Summer Head Start Tunas School	Summer Remedial Project	TUNAS #11
	Summer Head Start Wheatland School	#1 - Health and Physical Fitness #2 - Expanded Vocational Program #3 - Reading and Curriculum Skills	WHEATLAND R-II
	Summer Head Start Cassville School	#1 - Kindergarten #2 - Communicative Skills #3 - Health Services #4 - Summer School	CASSVILLE SCHOOLS

CORPORATION	CAA PROGRAM	TITLE I PROGRAM	SUBMITTING AGENCY
Ozarks Area Community Action Corporation	Summer Head Start Southwest School	Summer Remedial Project	SOUTHWEST R-V
	Summer Head Start Wheaton School	Basic Skills Remedial Program	WHEATON R-III
	Summer Head Start Jenkins School	Special Education	JENKINS #35
	Summer Head Start Marshfield School	School Health Program Basic Skills--Reading, Language, Math, Business	MARSHFIELD R-I
	Summer Head Start Seymore School	Basic Skills Reading--Language Math--Science	SEYMORE R-II
	Head Start Verona School	#1 - Improvement of Language Arts #2 - Industrial Arts and Business Education Program	VERONA R-VII
	Seven Months Head Start Strafford R-VI	Operation Advance	STRAFFORD R-VI
Northeast Missouri Regional Economic Opportunities, Inc.	Summer Head Start Kirksville	#1 - Closed Circuit Television #2 - Basic Reading #3 - Elementary Guidance	KIRKSVILLE #36
	Summer Head Start La Plata, Macon	Language Development and Remedial Reading	LA PLATA C-7
		Developmental Reading	MACON #86
	Summer Head Start Brashear	Basic Skills	BRASHEAR R-II
	Summer Head Start Lancaster	Guidance, Health, Remedial Program	LANCASTER R-I

CORPORATIONS	CAA PROGRAM	TITLE I PROGRAM	SUBMITTING AGENCY
Northwest Missouri Economic Opportunity Corporation	Summer Head Start Tarkio R-I	#1 - Communication #2 - Kindergarten	TARKIO R-I
	Summer Head Start Stanberry	#1 - Counseling #2 - Kindergarten #3 - Basic Art #4 - Basic Skills	STANBERRY R-II
	Summer Head Start Mt. Moriah	Special Remedial and Enrichment Classes	MT. MORIAH R-VII
South Central Missouri Economic Opportunity Corporation	Summer Head Start Southern Reynolds R-II	Summer Remedial Program	SOUTHERN REYNOLDS R-II
	Summer Head Start Greenville School	Co-member of Materials Center Poplar Bluff	POPLAR BLUFF
	Summer Head Start Qulin R-V	Co-member of Materials Center Poplar Bluff	POPLAR BLUFF
	Summer Head Start Poplar Bluff	#1 - Area Materials Center #2 - School Nurse #3 - Remedial Reading #4 - Personalized Education #5 - Counseling Project #6 - Social Worker #7 - Library Improvement #8 - Summer School	POPLAR BLUFF
	Summer Head Start Green Forest R-II	Remedial Reading, Library, Elementary Physical Education, Music	GREEN FOREST R-II
	Summer Head Start Carter County R-II	#1 - First Grade Expansion #2 - Library #3 - Summer School	EAST CARTER R-II

CORPORATION	CAA PROGRAM	TITLE I PROGRAM	SUBMITTING AGENCY
South Central Missouri Economic Opportunity Corporation	Summer Head Start Neelyville R-IV	Trade and Industrial Classes	NEELYVILLE R-IV
	Summer Head Start Broseley School	#1 - Guidance Program #2 - Remedial Reading #3 - School Nurse #4 - Personalized Education	BROSELEY R-II
	Summer Head Start Fisk-Rombauer R-III	#1 - School Nurse #2 - Library #3 - Personalized Education #4 - Counseling Project #5 - Business Education #6 - Industrial Arts	FISK-ROMBAUER R-III
	Summer Head Start Winona School	#1 - Speech Correction #2 - Kindergarten #3 - Library #4 - Remedial Reading #5 - Music	WINONA R-III
	Summer Head Start Eminence R-I	Kindergarten and Remedial Reading	EMINENCE R-I
	Summer Head Start Steelville	#1 - Remedial Reading #2 - Remedial Basic Skills #3 - Commerical Projects	STEELVILLE R-III
Southwest Area Economic Security Corporation	Remedial Reading and Summer Head Start Neosho School	#1 - Health Services, Guidance Services, Educational Field Trips, Teacher Aides, and Kindergarten #2 - Remedial Reading and Library Services	NEOSHO R-V

CORPORATION	CAA PROGRAM	TITLE I PROGRAM	SUBMITTING AGENCY
Southwest Area Economic Security Corporation	Summer Head Start McDonald R-I	#1 - Mechanical Drawing #2 - Small Engines Mechanics #3 - School Nurse #4 - Counselor (High School) #5 - Clerical Practice #6 - Music Supervisor #7 - Remedial Reading #8 - Kindergarten #9 - Research Center	MCDONALD COUNTY R-I
	Summer Head Start Carthage Public School	Summer School	CARTHAGE R-IX
	Summer Head Start Granby R-III	#1 - Kindergarten #2 - Health Program #3 - Remedial Reading, Material Center, Library, and Teacher Aides #4 - Guidance and Counseling #5 - Cultural Enrichment Program #6 - Language Arts and Math	GRANBY R-III
	Summer Head Start Seneca R-VII	#1 - Materials Center #2 - School Health Program	SENECA R-VII
	Summer Head Start Jasper R-V	#1 - Health Services, Teacher Aides, Reading Opportunity #2 - Physical Education #3 - High School Tutor	
West Central Missouri Rural Development Corporation	Summer Head Start Lowry City C-4	Communicative Skills for Educationally Deprived	LOWRY CITY C-4

(g) Describe any suggestions or recommendations for revising the legislation concerning Community Action Programs as they relate to Title I.

1. The inclusion of the Cooperative Statement of the CAA in the 1966-67 project application, will help to insure a higher degree of societal planning and identification of objectives of the various strategies for program implementation by the two agencies. This is a strong feature of the program. It is recommended that the CAA agencies in the development of educational programs which effect the children of any given local educational agency go through a similar process before approval of a CAA project.

2. A great deal of confusion could be eliminated if the two Acts could be amended in ways so as to prevent overlapping of services which are approvable. Educational services should be provided by Title I while supportive services should be the area of concern for the CAA.

3. It would be helpful also if food services were removed from Title I and transferred to School Lunch Services administered by the Department of Agriculture.

7. INTER-RELATIONSHIP OF TITLE I WITH OTHER TITLES OF ESEA

(a) Title II

Library: The Title I operation of the State of Missouri has set a regulation that school libraries operated under Title I, PL 89-10 must be in a school district heavily impacted with economically and educationally deprived children. In light of this regulation, 112 school libraries have been approved in the state with professional and/or subprofessional personnel to provide services. Title I and II funds are being used to equip, house, and staff these libraries. The vast majority of this number is for elementary school libraries.

Reading: The philosophy encouraged by the state Title I staff is that reading programs being implemented through Title I be so organized as to meet the special diagnosed learning needs of the pupils involved which includes a high concentration of supplementary reading materials, programmed materials, and independent reading books in the implementation of this philosophy into the classrooms. Title I and II funds are being implemented for the realization of this general objective in such forms as remedial reading rooms, individualized reading programs, learning centers, basic communicative skills development program, and library programs. Two hundred eight-nine varied type of reading programs were funded in Missouri during the 1965-66 year operation.

Language Arts: (Similar to reading program in philosophy and description) 106 projects approved.

Communication Skills: (Similar to above in philosophy and implementation) 46 projects approved.

COMPILATION OF PROJECT TYPES

Reading	Library	Language Arts	Communicative Skills	Other	Total
289	112	106	46	428	981

Percentage of Districts reporting use of Title II, PL 89-10 funds on Part I Item 3 Page 2 Evaluation forms - 24%.

(b) Title III

ANDERSON: McDonald County Reorganized School District R-I

Curriculum Planning

Planning Project OE No. 66-619 Amount Sought: $10,200

Description: Directors for elementary and secondary school curriculums are to study existing programs and formulate for the Reorganized District a basic curriculum coordinating the programs of elementary, junior high, and senior high schools. Planning is to include selecting resource materials, texts, and teaching aids; evaluating present texts; recommending better methods for grouping students; and studying the feasibility of major and minor fields of concentration in high school or the use of a two-track system offering academic and vocational porgrams. Emphasis in elementary curriculum development is to be on reading, mathematics, science, and social studies. Secondary curriculum planning will give consideration to an advanced placement program of college credit for high school courses; advanced studies; special education for underachievers; and a pilot program in individualized reading. A comprehensive guidance program may include a vocational school and an adult education center for the county. Number of persons to be served: 1050 students, grades 1-12.

Title - Drafting (High School) Project #1

Description - Drafting at the secondary level to begin a course for those educationally deprived students to assist those children in technical and employment potential.

Title	I	II	IV	V
High degree of correlation	X		X	
Moderate degree of correlation				
Low degree of correlation		X		
No correlation				X

Title - Automotive and Small Engine Class Project #2

Description - Automotive class 1/2 day - small engines 1/2 day - offered to those educationally deprived children of the district to increase work opportunity potential.

Title	I	II	IV	V
High degree of correlation	X		X	
Moderate degree of correlation				
Low degree of correlation		X		
No correlation				X

Title - School Nurse Project #3

Description - A nurse to serve educationally deprived children from the total system. Duties will include eye test, hearing test, first aid, etc.

Title	I	II	IV	V
High degree of correlation				
Moderate degree of correlation				
Low degree of correlation				
No correlation	X	X	X	X

Title - Counselor (High School) Project #4

Description - Guidance and Counseling for the High School Program, testing, etc.

Title	I	II	IV	V
High degree of correlation	X		X	
Moderate degree of correlation				
Low degree of correlation				
No correlation		X		X

Title - Clerical Practice Project #5

Description - Clerical Practice Class--two half-day programs for students in the McDonald County R-I District. (A maximum of 24 students for each half-day program)

Title	I	II	IV	V
High degree of correlation	X		X	
Moderate degree of correlation				
Low degree of correlation		X		
No correlation				X

Title - Music Supervisor for Elementary School Project #6

Description - Elementary program will be organized for the students of the Anderson and Pineville educationally deprived youngsters in grades 4-8.

Title	I	II	IV	V
High degree of correlation	X		X	X
Moderate degree of correlation				
Low degree of correlation		X		
No correlation				

Title - Remedial Reading Project #7

Description - This program will be organized for High School slow readers - educationally deprived students unable to read.

Title	I	II	IV	V
High degree of correlation	X	X	X	
Moderate degree of correlation				
Low degree of correlation				X
No correlation				

Title - Kindergarten Project #8

Description - These classes are organized for educationally deprived students five years of age before October 1, 1965. These students will be attending school for 1/2 day each. (Morning or afternoon)

Title	I	II	IV	V
High degree of correlation			X	
Moderate degree of correlation	X			
Low degree of correlation		X		
No correlation				X

Title - Research Center Project #9

Description - This project would establish a center where educationally deprived children would have a place and the materials necessary to work under the direction of a trained resource person toward improving their educational level.

Title	I	II	IV	V
High degree of correlation	X	X	X	
Moderate degree of correlation				
Low degree of correlation				
No correlation				X

CAPE GIRARDEAU: Cape Girardeau Public Schools

Hawthorn School Pilot Project

Planning Project OE No. 66-227 Amount Sought $9,965

Description: An instructional program will be developed for the new Hawthorn Elementary School, which has been especially designed to facilitate team-teaching and nongrading. To be considered are: Teacher aides; new techniques for using audio-visual materials; large and small group instruction; flexible use of facilities; emphasizing unit procedure, democratic group processes, and individual research; evaluating building design; and establishing a center for demonstrating instructional innovations. Planning is to include consultant services, inservice training activities, visits to other experimental programs, acquisition of a professional library for curriculum planning, and development of curriculum guides and resource materials. The school will serve as an exemplary center in administrative organization, instructional techniques, and school building design for nearby school districts and for the teacher-training program at Southeast Missouri State College.

CAPE GIRARDEAU: Cape Girardeau Public Schools, District #63

Hawthorn School Pilot Project

Operational Project OE No. 66-1798 Amount Sought: $29,263

Description: Hawthorn School is designed to facilitate instructional innovations such as team teaching, nongraded curriculum, expanded use of audio-visual materials, and large-group instruction. Around these facilities a demonstration center will be established.

Title - Reading Program for the Educationally Disadvantaged Project #1

Description - A program designed for children of normal intelligence who are retarded in reading. Children who qualify will indicate at least a year of separation between their norm and achievement.

Title	I	II	IV	V
High degree of correlation	X			
Moderate degree of correlation		X		
Low degree of correlation			X	
No correlation				X

Title - Speech Correction for educationally disadvantaged students
at secondary level.

Project #2

Description - To provide intensive speech therapy to our educationally disadvantaged students in the secondary schools who are in need of this specialized service.

Title	I	II	IV	V
High degree of correlation				X
Moderate degree of correlation				
Low degree of correlation	X		X	
No correlation		X		

Title - Institute for improved learning of the disadvantaged child

Project #3

Description - To improve the basic educational deficiencies of the disadvantaged child through understanding and attitudes of the teacher and better methods and materials for learning. This project involves only personnel involved in other Title I projects.

Title	I	II	IV	V
High degree of correlation	X			
Moderate degree of correlation		X	X	X
Low degree of correlation				
No correlation				

Project #4

Title - Special Education Improvement Project

Description - A direct attempt to improve the curriculum for the educationally disadvantaged, special education students through improved curricular materials and equipment.

Title	I	II	IV	V
High degree of correlation				X
Moderate degree of correlation	X			
Low degree of correlation		X	X	
No correlation				

Project #5

Title - Summer School Programs Designed to Meet the Special Needs of Educationally Deprived Children of Cape Girardeau

Description - This is a summer scholastic, Industrial Arts Program to correct the deficiences in the educationally deprived children's achievement in behavioral, physical, exploratory, and academic endeavors.

Title	I	II	IV	V
High degree of correlation	X	X		
Moderate degree of correlation				
Low degree of correlation			X	
No correlation				X

Title - Improvement of Basic Education for Disadvantaged Children Including Materials for all educationally deprived children including all projects submitted for 1965-66

Project #6

Description - To provide improvement and extension of the basic educational needs of the disadvantaged child in the Cape Girardeau Schools.

Title	I	II	IV	V
High degree of correlation	X	X		
Moderate degree of correlation				
Low degree of correlation			X	
No correlation				X

MONETT: Monett R-I School District

Cultural Center for the Performing Arts

Planning Project OE No. 66-622 Amount Sought: $24,580

Description: A comprehensive study of the cultural needs of the community using pilot programs, surveys, and questionnaires is to result in the development of a fine arts center for this small town-rural school district. Programs and facilities for cultural enrichment will be determined. Possibilities include a state-supported symphony orchestra, repertory theater, and art exhibition; a children's demonstration youth ensemble; touring nationally known artists and lecturers; weekly films; and library and visual aid resources. Number of persons to be served: 30,000.

MONETT: Monett R-I School District

Cultural Center for the Performing Arts

Operational Project OE No. 66-2431 Amount Sought: $66,547

Description: Appreciation of the performing arts will be fostered in a rural area by providing daily cultural enrichment through the medium of a cultural center.

Title - Elementary New and Expanded Library, Cultural and Instructional Services

Project #1

Description - This project is designed to augment and expand the teaching facilities and services for the advancement of the educationally deprived.

Title	I	II	IV	V
High degree of correlation	X	X	X	
Moderate degree of correlation				X
Low degree of correlation				
No correlation				

Title - Monett R-I Junior-Senior High School New and Expanded Library, Physical Fitness, Cultural, and Language Skills Program

Project #2

Description - Designed to reduce educational deprivation through the implementation of new and expanded teaching services and equipment to improve the quality of education of the educationally deprived from a broader scope.

Title	I	II	IV	V
High degree of correlation	X	X	X	X
Moderate degree of correlation				
Low degree of correlation				
No correlation				

CAMPBELL: Campbell Reorganized School District #2

Dunklin County Instructional Materials Center

Operational Project OE No. 66-735 Amount Sought: $156,200

Description: An instructional resources center will distribute audio-visual materials to 11 county schools; teachers will be offered training in the use of these materials.

Title - Remedial Reading Project #1

Description - It is proposed to establish remedial reading for educationally deprived children in grades 3-8 and grades 9-12. Reading deficiences have been identified and corrective teaching will be instigated to remedy the problems that exist. Space is a problem in a high school, thus it is proposed to purchase a portable classroom to house this portion of the project.

Title	I	II	IV	V
High degree of correlation	X	X		
Moderate degree of correlation				
Low degree of correlation				X
No correlation			X	

Title - Elementary Guidance Counselor Project #2

Description - There is presently no guidance services provided for the elementary pupils of this district. This proposal would establish such services in the school with emphasis directed toward those pupils determined to be educationally deprived. A trained counselor would be employed to implement these services which would include counseling as well as a testing program.

Title	I	II	IV	V
High degree of correlation				
Moderate degree of correlation				
Low degree of correlation	X	X		
No correlation			X	X

Title - Teacher Aides Project #3

Description - This proposal would place adult teacher-aides in the classrooms to perform clerical tasks to relieve the teachers of these tasks and provide more teacher time to work with educationally deprived children to improve their achievement in their classes.

Title	I	II	IV	V
High degree of correlation				
Moderate degree of correlation				
Low degree of correlation	X	X		
No correlation			X	X

Title - Speech Correction Project #4

Description - This proposal would provide services to those pupils needing this particular type of help. Such services are not being provided at the present time and there seems to be a definite need for the service. Various types of speech defects will be diagnosed and remedial work carried on throughout the regular school year and during the summer vacation period.

Title	I	II	IV	V
High degree of correlation				X
Moderate degree of correlation				
Low degree of correlation	X	X		
No correlation			X	

Title - Kindergarten Project #5

Description - This is to be a kindergarten program for all children ages five to six in the Campbell Reorganized School District R-II.

Title	I	II	IV	V
High degree of correlation				
Moderate degree of correlation				
Low degree of correlation	X	X		
No correlation			X	X

Title - School Nurse Project #6

Description - A registered nurse will be hired to serve the Campbell R-II School District

Title	I	II	IV	V
High degree of correlation				X
Moderate degree of correlation				
Low degree of correlation				
No correlation	X	X	X	

KANSAS CITY: The School District of Kansas City

Behavioral Enhancement, Diagnostic, and Consultative Center

Planning Project OE No. 66-1234 Amount Sought: $303,419

Description: Proposal to establish a center to promote mental health would encompass preventative, diagnostic, and consultative aspects and would enlist the cooperation of all agencies in the community concerned with the educational and social welfare of children and youth.

Title - A program to Increase School Effectiveness for Educationally Deprived Pupils Project #1

Description - Aimed toward enhancing the educational service to educationally deprived children, this program provides an attack on defined needs of pupils in major areas, including academic, aesthetic, physical development, health, practical skills, personal development, curriculum, instructional materials and teaching techniques.

Title	I	II	IV	V
High degree of correlation	X	X	X	X
Moderate degree of correlation				
Low degree of correlation				
No correlation				

LEBANON: Lebanon Public School District #42

Kinderhook Regional School Library Materials Center

Operational Project OE No. 66-1309 Amount Sought: $213,416

Description: The applicant proposes an instructional materials and service center which will serve 38 school districts in rural Missouri. This center would provide needed supplementary educational services, equipment and materials to this area.

Title - Kindergarten for the Educationally Deprived Project #1

Description - Project will provide free public kindergarten for the lower economic two-thirds of the district. The school district will provide for the one-third now paying tuition.

Title	I	II	IV	V
High degree of correlation		X	X	
Moderate degree of correlation				
Low degree of correlation	X			
No correlation				X

Title - Summer Classes for slow readers, Grades 1-3 Project #2

Description - Project will provide special summertime instruction for educationally deprived children who are reading below their ability.

Title	I	II	IV	V
High degree of correlation			X	
Moderate degree of correlation	X	X		
Low degree of correlation				
No correlation				X

Title - Four part Compensatory Education Project Jr. High, Special Education, 9-12 Remedial English and Social Studies, English Teachers Aides, and Instructional Material Project #3

Description - Provides: (1) 5 specialized teachers for low ability students (2) instructional materials and equipment for low ability students (3) more time for individualized English instruction for low ability students by use of paper graders.

Title	I	II	IV	V
High degree of correlation	X	X	X	X
Moderate degree of correlation				
Low degree of correlation				
No correlation				

ST. CHARLES: The School District of the City of St. Charles

An Inservice Teacher Training Program. "The Ungraded Elementary School"

Planning Project OE No. 66-1240 Amount Sought: $25,530

Description: The applicant proposes a workshop to study the ungraded elementary school. An ungraded program will be developed which can be used in four schools within the city.

Title - Remedial Program

Description - Additional personnel will be employed to relieve overcrowded classrooms, increase the remedial program to include mathematics and language arts, develop closer liaison between home and school using counselors, a social worker and nurses, and a summer program.

Title	I	II	IV	V
High degree of correlation	X	X		
Moderate degree of correlation				
Low degree of correlation			X	
No correlation				X

Title - Background Enrichment

Description - An elementary librarian will be employed to work with the four buildings in this project to develop the elementary library. An after-school library, fine arts appreciation project, elementary and high school, and a physical-fitness program for the elementary students will be organized.

Title	I	II	IV	V
High degree of correlation	X	X		
Moderate degree of correlation				
Low degree of correlation			X	
No correlation				X

MARYLAND HEIGHTS: Pattonville R-III School District

Northwest Educational Complemental Center

Planning Project OE No. 66-1262 Amount Sought: $36,700

Description: A center will be planned for diagnosing community needs and complementing the school curriculum in guidance, reading, earth-space science, civic education, recreation, and library services.

Title - Social Worker Project #1

Description - Employment of a school social worker for grades 7, 8, and 9 to help coordinate public, private, institutional, and individual efforts toward remediation and prevention of educational deprivation.

Title	I	II	IV	V
High degree of correlation	X			
Moderate degree of correlation				
Low degree of correlation		X	X	
No correlation				X

Title - Elementary Materials Coordinator Project #2

Description - The addition of one Elementary Materials Coordinator to expand library services for children of below average educational achievement. This service would help develop reading, listening, viewing and research skills of children in kindergarten through grade six.

Title	I	II	IV	V
High degree of correlation	X	X		
Moderate degree of correlation				
Low degree of correlation			X	
No correlation				X

Title - Communicative Skills Development Project Project #3

Description - A project for primary grades specifically designed to develop communicative skills. Three special teachers will work with educationally deprived children during regular school hours. Three teachers will each work an 80-minute period daily after school hours to provide a similar program for children unable to participate during the school day.

Title	I	II	IV	V
High degree of correlation	X			
Moderate degree of correlation		X		
Low degree of correlation			X	
No correlation				X

Title - Teacher Secretaries Project #4

Description - Teacher secretaries will be employed to assist teachers by preparing and producing instructional materials, by grading and evaluating papers and by helping prepare school records; enable teachers to better provide for the individual differences of approximately 600 educationally deprived children.

Title	I	II	IV	V
High degree of correlation				
Moderate degree of correlation	X			
Low degree of correlation		X	X	
No correlation				X

PURDY: Purdy R-II Reorganized School District

Barry County Cooperative Telewriter Education System

Operational Project OE No. 66-1615 Amount Sought: $151,500

Description: A telewriter communication system will serve six counties in southwestern Missouri.

Title - Increased education opportunities for deprived boys and girls Project #1

Description - This proposed project will free the teacher from menial secretarial tasks and give her more time to plan, prepare individualized instruction. Provide for ability grouping, and the enrichment of instruction through the profuse use of audio-visual aids.

Title	I	II	IV	V
High degree of correlation			X	
Moderate degree of correlation	X			
Low degree of correlation		X		
No correlation				X

Title - Industrial, occupational training Project #2

Description - A full time program of instruction with the proper equipment for teaching skills and giving experiences in vocational areas that will encourage early selection of a vocation or attendance of a vocational or trade school upon graduation.

Title	I	II	IV	V
High degree of correlation	X		X	
Moderate degree of correlation				
Low degree of correlation		X		
No correlation				X

Title - School Nurse Services for deprived boys and girls Project #3

Description - This project will free the teachers from nursing tasks thus giving them more time to teach; and it will provide professional nursing services for children when needed.

Title	I	II	IV	V
High degree of correlation			X	X
Moderate degree of correlation				
Low degree of correlation				
No correlation	X	X		

Title - Summer Remedial Enrichment Program   Project #4

Description - This project would offer special summer training to the educationally deprived children in the areas of mathematics and their cultural heritage.

Title	I	II	IV	V
High degree of correlation	X		X	
Moderate degree of correlation		X		
Low degree of correlation				
No correlation				X

ST. LOUIS: Board of Education of the City of St. Louis

Diagnostic and Adjustment Center Pilot Project

Planning Project   OE 66-1320   Amount Sought: $239,21

Description: An orthopsychiatric diagnostic team, focusing on educational tasks, will assess the sources of learning difficulty of educational handicapped children and work with teachers involving specific strategies for the improvement of the climate of learning. Planning includes development of referrals, selection, and intake procedures for diagnostic team, development of curriculum, selection of materials, and consideration of class grouping, procedures for special classes and instructional techniques.

Title - Project to Provide Small Group Instruction in Elementary School Basic Skills   Project #1

Description - This project proposed to establish 25 "Rooms-of-Twenty" for pupils of third and fourth grade age who have shown by performance that they are not prepared to enter the fourth grade instructional program. These pupils will be selected for these classes through test data and through diagnosis in the established reading clinic. Emphasis in these small groups will be upon mastery of the basic "tools" - language arts, science and mathematics.

Pupils will be assigned to this project for one semester and may continue for one year if the speed of their progress indicates more time is needed.

Saturday classes and summer classes are also proposed to provide for participation of children enrolled in non-public schools.

Construction of school buildings is also proposed. These buildings would house "Rooms-of-Twenty" and would be used exclusively for project activities. Requested funds for construction $4,002,200.

Number of children involved:	1890 public school	
	210 private school	
Number of additional personnel:	48 full-time	
	88 part-time	
Total amount of funds requested-Construction-	$4,002,200	
"Rooms-of-Twenty"	1,070,587	
Total		$5,072,787
Total amount of funds approved-Construction-	$2,000,000	
"Rooms-of-Twenty"	609,424	
Total		$2,609,424

As proposed, this project lacked size and scope. The quality of the action portion, "Rooms-of-Twenty" is good and meets the needs of the limited number of pupils involved.

This project was recommended for approval in part with the recommendation that other projects be presented which will provide for more participation by a greater number of pupils in activities which will meet more of the special educational needs of the educationally deprived children of the district.

This project is approved in part - "Rooms-of-Twenty" in amount of $609,424, construction of buildings to house "Rooms-of-Twenty", $2,000,000 - Total funds approved $2,609,424.

Date of approval December 8, 1965.

Title	I	II	IV	V
High degree of correlation	X	X		
Moderate degree of correlation				
Low degree of correlation			X	X
No correlation				

Title - Project for Educational Improvement in Basic Skills and Academic Areas Project #2

Description - The project includes four components: (1) support for home and community, (2) teacher assistance for more effective instruction and pupil assistance, (3) summer schools for pupils with educational deficits, and (4) new and interesting learning materials.

Title	I	II	IV	V
High degree of correlation	X			
Moderate degree of correlation		X		
Low degree of correlation			X	
No correlation				X

Title - Proposal to Improve Education in Basic Skills, Academic Areas, Citizenship Training, and Motivation of High School Students Project #3

Description - The Opportunity High School will provide instruction for: socially maladjusted students whose behavior is disruptive in the regular high school; pupils with inadequate learning tools--reading, writing, mathematics, and study skills; and students with low motivation.

Title	I	II	IV	V
High degree of correlation	X	X		
Moderate degree of correlation				
Low degree of correlation			X	X
No correlation				

UNIVERSITY CITY: School District of University City

An Outdoor Natural Science Laboratory in University City, Missouri

Planning Project OE No. 66-1179 Amount Sought: $30,226

Description: The possibilities of developing a natural science laboratory within a city environment will be explored.

Title - Comprehensive Program for Early Language Development and Remediation for the Educationally Disadvantaged Project #1

Description - This project is a comprehensive approach to remediate the disabilities of educationally disadvantaged children through the use of (1) a language diagnostic clinic, (2) an in-service education program for regular classroom teachers to enable them to utilize the clinical prescriptions, and (3) the use of special teachers in three schools with the highest incidences of economically and educationally deprived children.

Title	I	II	IV	V
High degree of correlation				
Moderate degree of correlation				
Low degree of correlation		X	X	
No correlation	X			X

(c) Title IV

Mid-Continent Regional Educational Laboratory (MCREL)

Major phases of Title IV Operation and how it is related to other titles of ESEA (specifically Title I)

1. Exemplary Practices Resource Bank

16 area service centers with coordinators in direct charge. Missouri districts are located at Kansas City, Maryville, Columbia, Springfield.

The intent of this activity is to involve schools in a close relationship with MCREL. The area directors of MCREL have visited all funded Title III projects in the area and have served as resource persons to Title I projects where requested.

2. Reading Improvement

In four centers (Pittsburg, Kansas; Springfield, Missouri; Oklahoma City, Oklahoma; and Kansas City, Kansas)

*See following proposed program

PROPOSED PROGRAM

READING - PHASE 1 - 1966-67

A. ASSESSMENT PROJECT

OBJECTIVE - To assess the status of existing educational offerings, facilities, and staff assigned to reading instruction at all levels.

1. Teacher training Programs
    a. Reading courses offered and required
    b. Degree of election of reading courses by prospective teachers
    c. Training required or suggested for Reading Specialists in your institution
    d. Number of returning classroom teachers taking reading courses
    e. Number, names, and training of reading staff members
    f. Clinic facility survey (Space, materials, nature of service, and size of operation)
    g. Service offered to public schools in reading (Workshops, Diagnosis, Remediation, Title I)
    h. Nature of degrees granted

2. Public School Programs
    a. Teachers and other reading staff assigned to program
        1. Training
        2. Number: Pupil-Teacher Ratio
    b. Students - Members, degree and type of involvement in special reading programs, percent of retarded and disabled, availability of standardized scores of ability and achievement
    c. Facilities - Special reading classes, clinics, materials
    d. Problems - List those associated with reading

3. College Reading Improvement Programs
    a. Nature of course
    b. Number of students involved
    c. Facilities and staff
    d. How financed

RESPONSIBILITY:

1. Regional Center:
    a. Formulate format for questionnaire
    b. Define geographic areas to be served by each ASC*
    c. Process findings

2. Local Area Service Center:
   a. Contact all local units
   b. Bring in or go to all interested Local School Districts to gain information needed to complete survey
   c. Submit report to Regional Center

TIME SCHEDULE:

1. Questionnaire Format and Areas Defined (October 1, 1966)
2. All Local School Districts Contacted (January 1, 1967)
3. Assessment Complete (June 1, 1967)
4. Findings Tabulated(August 1, 1967)

B. INSERVICE TRAINING PROJECT

OBJECTIVE: to produce and carry through in-service training programs for grades 4,5, and 6 teachers in selected local school districts; to evaluate two modes of presentation.

1. Video Training
   a. Pittsburg ASC
   b. Springfield ASC

2. Face-To-Face Training Programs
   a. Kansas City Metropolitan ASC
   b. Lawton ASC

RESPONSIBILITY:

1. Regional Center:
   a. Develop guidelines for in-service training (October 1, 1966)
   b. Time spent
   c. Subjects covered

TIME SCHEDULE:

1. Video - produce set of video tapes and hold pilot training sessions in one local school district by June 1, 1967.

2. Face-To-Face - develop and carry on at least three complete training sessions in three different school districts by June 1, 1967.

* Area Service Center

A.S.C.:

1. Contact Interested Districts (October 1)
2. Produce and Present (June 1, 1967) .

C. DIAGNOSIS AND REMEDIATION PROJECT

OBJECTIVE: To plan structure for 1967-68 implementation of a diagnostic and remedial feeder system of reading and/or learning disability cases in region, and to initiate research in the early identification and prevention of these disabilities.

1. Develop Diagnostic Guidelines
2. Establish Quotas for ESD AND ASC with emphasis on preschool and primary grade referrals
3. Develop Forms for Referral
4. Gain Commitment from LEA and ASC staffs
5. Organize Consultant Diagnostic Staff and Facilities in Regional Center
6. Explore Alternatives for Resident Remediation in ASC and Regional Center
7. Establish research guidelines in the area of early disability, identification and prevention

RESPONSIBILITY ASSIGNMENT AND TIME SCHEDULE

REGIONAL CENTER:

1. All above
2. June 1, 1967

ASC:

1. Supply Requested Information to Regional Center
2. As Called For

D. LOCALLY ORIGINATED RESEARCH PROJECT

OBJECTIVE: To encourage and support locally administered Action Research Projects in Reading in Local School Districts

1. Suggest and Identify Action Research Projects to help LEA solve Local Problems
2. Aid in Design, Implementation, and Evaluation, as Requested by LEA
3. Centrally Publish Research Project Descriptions and Findings of LEA

RESPONSIBILITY ASSIGNED AND TIME SCHEDULE

REGIONAL CENTER:

1. Develop Guidelines for Action Research (October 1, 1966)
2. Publish and Disseminate Review of Projects (August 1, 1967)

ASC:

1. Encourage Projects in LEA (October 1, 1966)
2. Distribute Guidelines (October 15, 1966)
3. Help Design, Implement, and Evaluate (as called for by LEA)

E. DISSEMINATION PROJECT

OBJECTIVE: To adequately communicate ideas, needs, and progress to all ASC and LEA

1. Newsletter
2. Handbooks, Guidelines, and Findings
3. Meeting Dates

RESPONSIBILITY ASSIGNED AND TIME SCHEDULE

REGIONAL CENTER:

1. Distribute Newsletter, Handbooks, and Information to ASC
2. As Needed and Produced

A.S.C.:

1. Assemble Mailing List of All LEA's in Area Served (October 10, 1966)
2. Pass the Word and Assemble (as needed)

The development of the Springfield Missouri Center is expected to be an exemplary reading center which may be used by Title I schools in Southwest Missouri.

3. Community Action Schools

Pilot projects in four of the region's largest population centers where typically disadvantaged urban areas have been identified (Wichita, Kansas; Kansas City, Missouri; Omaha, Nebraska; and Tulsa, Oklahoma).

The Kansas City Community Service school is consistant of two parts: Elementary School (Switzer Elementary) and Junior High School (West Junior High School). Included in this report is an abstract prospectus and sample pages from a progress report from the Community Action school to the office of the Superintendent, Kansas City Public Schools.

PROSPECTUS

COMMUNITY SERVICE SCHOOL

The Community Service School will be the center of the community life for grownups as well as children. This type of school is based on the recognition that problems involving the education of disadvantaged youth are not confined to the school alone but are inseparably related to the entire environment. The Community Service School will (1) sponsor courses and other activities designed to improve the education and employ ability of adults and young adults in the community, (2) operate or initiate neighborhood associations and clubs and other efforts to organize citizens in the community, (3) coordinate a variety of social, cultural, and medical services in the community,(4) improve recreational and leisure time opportunities in the community, (5) sponsor programs to assist adults in becoming more effective parents, homemakers, and citizens, (6) provide a full range of services and activities related to the remediation of educational deficiences and improvement of learning skills among students and adults.

The chief responsibility of the project officer will be to coordinate projects dealing with the education of disadvantaged youth and to assist local school districts in making the Community Service School Project operational. Specific duties will be (1) to provide coordination between projects for disadvantaged youth and other MCREL units and projects, (2) to organize and disseminate all pertinent information flowing to and from projects being coordinated, (3) to expedite and coordinate the expenditure of funds in projects under my jurisdiction, (4) to have organized and coordinated advisory and consultative groups which will assist in planning and conducting all projects and some projects relating to the education of the disadvantaged.

In addition, MCREL will reimburse each local school district for the employment of a qualified person to serve each of the four pilot Community Service Schools as a community school service director. This person will be a regular staff member assigned by the superintendent of the local district who will work closely with the respective building principal in coordinating regular school programs with extended day activities, work to encourage public understanding and support for the project and widespread participation in it, and seek out and interpret community reactions and perceptions in order to build programs genuinely desired and supported by local clients.

MCREL will finance the employment of a community service school counselor to work in the various extended day and community action programs. He will be under the direct supervision of the building principal during school hours and under the community service school director during the extended day. His major contribution will be the maintenance of good relations not only between regular school personnel and special program personnel but also between school personnel and citizens in the community.

MCREL will provide the pilot school with consultation in the form of an advisory committee on community service schools. The advisory committee as finally constituted will consist of six prominent resource persons with relevant backgrounds in the social sciences or other pertinent specialized area. MCREL will assist in organizing and sponsoring committees to provide assistance and advice in each of the communities in which a pilot school will be located.

PROGRESS REPORT: THE COMMUNITY ACTION SCHOOL TO THE KANSAS CITY BOARD OF EDUCATION

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI

Office of the Superintendent

PROPOSED TITLE I PROJECT - 1966-67 SCHOOL YEAR AND SUMMER 1967
(September 1, 1966 to August 31, 1967)

Fill out one set, original and duplicate, for each project. Turn in the original; file the duplicate. Fill out and attach one copy (3 pages) of Part I, Base Data, Section D, Supplement.

Title of Project: Community Service School
School year 1966-67 November 1, 1966 to Summer, 1967, August 31, 1966

Type of Project (may be more than one):
Basic instruction____________
Supplemental needs____________
Supportive needs____________

Person Prosposing: Carlos A. Vasquez
Department Reponsible for Carrying Out Project:____________
Approved by:____________

Schools to be Included (Name Only): Switzer Elementary - West Junior High

Pupils to be served (Grade, Description, and Number): Switzer Elementary grades K-6, enrollment 823; West Junior High, grades 7-10, enrollment 454

Total 1,277 students

DESCRIPTION OF PROJECT

1. Diagnosis: (See page 4 of the attached pages numbered 4, 5, 6, and 7, top three

   Substantiate fully the Education Need you propose to meet. Show test data, refer to publications, quote authoritative statements, etc. Be specific and identify.

2. Educational Need: (See page 5 of attached pages 4, 5, 6, and 7, top paragraph, columns 2, 3, and 4)

Define and state the Educational Need you propose to remedy.

The community service school in this area will attempt to meet the adult education needs and services of the neighborhood extending from thirty-first street north to the river and from the state line to the downtown area. This approach by the community school is intended to upgrade the community image of education in this area.

3. Procedure and/or Program: (Be as specific and detailed as possible)

Possible activities which could be included in community school programs:

a. Sponsoring courses and other activities to improve the education and employability of adults and young adults in the community
b. Initiating or operating neighborhood associations, clubs, and other efforts to organize citizens in the community.
c. Co-ordinating a variety of social, cultural, and medical services.
d. Improving recreational and leisure-time opportunities.
e. Sponsoring programs to assist adults in becoming more effective parents, homemakers, and citizens.
f. Providing services and activities to remedy educational deficiences and improve skills among students and adults, possibly including remedial reading programs; projects to develop listening skills; cultural and language enrichment programs; library improvement programs for emotionally disturbed, mentally retarded and physically handicapped students; pre-kindergarten programs; inservice teacher-training projects, and project experimenting with improved curricular materials and instructional practices.

4. Evaluation: (State ways you think success, as stated in 2 above, can be demonstrated)

Degree of community involvement. Number of courses or activities offered in the after-regular-school program. Number of persons being served by these courses or activites.

4. Teacher Education Project

Title I staff of the State Department of Education is interested and is now exploring ways in which teacher-pupil behavior affect the educationally deprived children. This phase of the Title IV MCREL operation through the University of Missouri and the Columbia Public Schools has given this opportunity. The operation of this program will place fifteen teachers in an experimental group at the junior and senior high schools of the Columbia Public School system. Groups used will be homogeneous in nature to allow the Title I personnel to observe behavioral patterns of both teachers and pupils where educationally deprived pupils are involved. Video taping sessions will take place three times during each semester. (at the beginning, middle, and end of each period)

The following is a general prospectus of the plan.

A STUDY OF THE USE OF VIDEO RECORDINGS EDUCATION

McRel VIDEO PROJECT
University of Missouri, Columbia
College of Education

The following pages contain the rational and general objectives for a series of studies concerned with the use of video recordings in teacher education and a description of the 1966-67 Pilot Project (analytical techniques, purpose, procedure, and hypotheses) which initiates the series.

I. Rationale

Teacher education focuses primarily upon the development of instructional activities which will help pupils reach the objectives of education. Instructional activities can be described by such dimensions as content (subject matter), instructional materials (books, films, etc.), instructional equipment (chalk board, overhead project, laboratory tables, desks, etc.), instructional area (amount of space, lighting, ventilation, etc.), teacher behavior (as a functionary, planner, classroom manager, administrator of the curriculum, guide, evaluator, etc.), pupil behavior (past experiences, abilities, skills, involvement, motivation, interest, etc.), climate (emotional conditions), and sequence of events. Each of these suggested "parts" of instructional activities contain many variables interrelated in many ways to form an instructional system which has its own unique function. It is the task of the teacher to collate these parts in such a way that the instructional system will function in correlation to a given educational objective.

In the past the teacher has often been viewed primarily as a functionary, a performer, a source and giver of knowledge; pupil-teacher interaction has been mainly teacher initiated with literally no pupil-pupil interaction; and the spoken or printed word has served as the main avenue of transmitting and receiving knowledge. The main emphasis has been placed upon the symbol rather than the referent in concept formation.

With the present explosion in knowledge, the proliferation of instructional materials of all types (verbal and non-verbal), and the increase in awareness of the relationships among the many aspects of personality and learning, this traditional approach to teaching with its emphasis upon "teaching techniques" falls short of the task at hand. This approach fails to incorporate the many instructional innovations (programmed materials, technological devices, etc.) and organizational patterns (team teaching, independent study, etc.) that are imposed upon the schools of today. Most serious of all, this approach does not consider a sufficient number of seemingly significant variables functioning in a given instructional setting.

Today's teacher needs to consider the outcomes (learnings) of a given instructional unit more carefully than ever before and to view the instructional activities as creating conditions of learning. He needs to carefully consider all the significant "parts" (the entire instructional system) related to the educational objectives under consideration and attempt to optimize the conditions of learning so as to bring the learner as near to the objectives as possible. Once he has carefully planned or developed his instructional activities (selected the various "parts" from an extensive repertoire and according to a given set of criteria--the general and specific objectives, the pupils' past experiences, the interests and needs of the pupils, the abilities and skills of the teacher, the efficienty or output over input, etc.), he needs to try them out and then carefully analyze, modify, and improve them before using them again.

Accurate, comprehensive, and objective feedback is required for this refining process. Video recordings, as compared with audio recordings, typescripts, memory, or an observer's ratings and records, give promise of enabling a teacher to observe, analyze, redevelop (or continue development by discovering alternative "parts"), evaluate, and modify instructional activities more carefully and thus improve them to a greater degree in a shorter period of time. Furthermore, video recordings facilitate the study (repeated viewing and listening) of a given instructional activity by educational researchers, supervisors, teachers, etc., resulting in identification of the "parts" of the instructional activity or system, the functions of the various "parts," the interrelationships of these "parts," and the relationships of these "parts" to the synergy of the instructional activity or system. This in turn would facilitate the development of a "model" or exemplary instructional activity which could be recorded permanently (on film) and used for demonstration and study purposes in teacher education programs (both pre-service and in-service). Reducing these films to five or ten minute lengths, loading them via a cartridge into a projector located near the presenter or discussion leader, and presenting various alternative instructional activities relative to the educational objectives under consideration could prove to be quite beneficial.

II. General Objective

A. To enable teachers (in both pre-service and in-service programs) to improve their instructional activities by observing, analyzing, and evaluating their recorded instructional activities.

B. To develop an encyclopedia of instructional activities (video recordings, kinescopes, and film loops) which demonstrate the various types of instructional systems (their respective parts, functions, interrelationships and outcomes) used in grades K through 12.

C. To determine the effect of objective "A" above upon a teacher's instructional activities (pre-service and in-service).

D. To develop a set of instructional materials (demonstrations, lectures, illustrations, etc.) and instructional systems (private and independent study, group procedures, and numerous practical experiences: simulated, tutorial, small classes, large classes, etc.) for teacher education courses (pre-service and in-service).

E. To determine the effect of objective "D" above upon a teacher's instructional activities (pre-service and in-service).

III. Pilot Project, 1966-67

A Study of the Effect of Video Recordings in Pre-service Teacher Education

Pre-service teacher education includes instruction (courses) in teaching techniques (instructional activities) and an opportunity to put these techniques or activities into practice (student teaching). However, observation has shown that the instructional activities "covered" in the techniques courses are not or possibly cannot be implemented to a relatively significant degree in the classroom by student teachers. Pre-service teacher education needs to be improved by enabling student teachers to practice what they have been taught.

During the past few years this problem (the failure of student teachers to implement given instructional activities) has become increasingly acute due to the changed nature of present day instructional activities caused by such factors as the knowledge explosion, the development of instructional technology, the increased emphasis placed upon pupil needs, the variations in instructional organization patterns, etc. This problem can seemingly be overcome to some extent by enabling student teachers to gain greater insight into their instrutional activities through a careful analysis and evaluation of their teaching performance, as recorded on video tape.

Analytical Techniques: Tools for analyzing instructional activities or at least some apsects of instructional activities are needed. Among the many dimensions or aspects or instructional activites, there are a few which have received considerable emphasis during recent years. Three of these--verbal interaction between teacher and pupils, group discussion roles, and eliciting cognitive responses from pupils--have been selected for this pilot project due to (1) their relevance to concept formation, (2) the extensive research related to these aspects of instructional activities, and (3) the extent to which these dimensions have been defined, subdivided, and described (the descriptions of their component parts serve as analytical tools). Stated very briefly and listed respectively, these three analytical tools attempt to determine (1) the relative quantity of direct teacher influence, of indirect teacher influence, and of pupil initiated talk, (2) the number of building and maintenance "acts" (those "acts" that enhance the formation of the given concept(s) under discussion) as contrasted by the number of destructive "acts" occurring in a group discussion, and (3) the number of thought units (cognitive response elicitations and cognitive responses from pupils) in each of the levels (Bloom's) of cognition.

Purpose: To ascertain the relationship between the opportunity for student teachers to observe, analyze and evaluate their attempts at implementing instructional activities as recorded on video tape, and (1) the extent to which they implemented the following aspects of instructional activities: verbal interaction between teacher and pupils, group discussion roles, and elicitation of cognitive responses from pupils; (2) the change in their attitudes as measured by the Minnesota Teacher Attitude Inventory; and (3) the change in their interests as measured by Strong's Vocational Interest Blank.

Procedure: The independent variable in this study will be the observation, analysis and evaluation by a student teacher of his own instructional activities as recorded on video tape (showing both student teacher behavior and the corresponding pupil responses by means of a split screen technique). A college instructor in the field of general instructional methods will assist the student teacher in observing, analyzing, and evaluating the video tape recordings. There will be three recording sessions for each student teacher (near the beginning, during the middle, and near the end of the 1967 Winter Semester) each of about one to two hours duration, recorded during a given half day, and consisting of a variety of instructional activities. The observation, analysis and evaluation will take place during a three-hour session scheduled within a few days following the recording session.

The dependent variables in this study will be (1) the extent to which a student teacher implements the following aspects of instructional activities: verbal interaction between teacher and pupils, group discussion roles and elicitation of cognitive responses from pupils, (2) the change in a student teacher's attitudes as measured by the Minnesota Teacher Attitude Inventory, and (3) the change in a student teacher's interests as measured by Strong's Vocational Interest Blank.

There will be an experimental group and a control group, each consisting of twenty secondary school student teachers equally divided between the fields of English and social studies. The two groups will be matched on the basis of their grade point averages, their Minnesota Teacher Attitude Inventory scores, and their Strong's Vocational Interest Blank scores, using Guilford's technique of arriving at a composite score. One member from each of the two groups will be assigned to a given cooperating teacher for a half day of student teaching (on a staggered basis) throughout the semester.

During the first week of the 1967 Winter Semester (January 30-February 3) the forty student teachers (both the experimental and the control groups) will be given (1) instruction regarding the functions of the three aspects of instructional activites under study (verbal interaction between teacher and pupils, group discussion roles, and elicitation of cognitive responses from pupils), (2) practice in using the analytical techniques--instruments or tools--which describe the nature of these activities, and (3) encouragement in using these tools for self analysis, evaluation, and improvement.

Both the experimental and the control groups will have the same number of video tape recordings made in a similar manner during the course of the semester, but the control group will not have an opportunity to view their recordings while the experiment is under way.

The extent to which each of the forty student teachers (the control group as well as the experimental group) implement the aspects of instructional activities, verbal interaction between teacher and pupils, group discussion roles, and elicitation of cognitive responses from pupils, will be determined near the beginning ("pre-test") and near the end ("post-test") of the 1967

Winter Semester. Two separate "evaluations" will be made a few days apart and averaged in each case. On each of these four occasions while the student teacher is actively engaged in presenting information (fifteen to twenty minutes) and guiding a group discussion (twenty to twenty-five minutes) relative to a given concept or group of concepts, a carefully trained observer will (1) make a record of the group discussion roles (functional), or building and maintenance "acts," and nonfunctional, or destructive "acts") as outlined by Hoover and scored by Bales, and (2) by means of an audio tape recorder, make an audio recording of the entire "lesson." The record of the group discussion roles will then (at a later date) be analyzed in terms of the number of desired building and maintenance "acts" as contrasted by the number of destructive "acts." The audio recording will be played back and categorized according to the Verbal Interaction Category System. The categories will be tallied in the related matrix from which will be obtained a measure of the "quantity" of interaction in terms of the percentage of "pupil initiated talk," of indirect teacher influence, and of direct teacher influence. Furthermore, three college instructors will read typescripts (made from the audio recordings with the "teacher talk" in capital letters) of the student teaching "lessons" and independently categorize (according to Bloom's Taxonomy of Educational Objectives, Cognitive Domain) all elicitations of cognitive responses from pupils (questions and/or thought units) and the actual pupil responses by indicating the classification number on the typescript beside the respective responses or response elicitations. The number and nature of these responses will then be tallied and the number of responses in the more complex classes of responses will be compared with those in the simpler classes of response. Neither the observers nor the classifiers will be able to identify the experimental group members from the control group members.

During the first and last weeks of the semester, the Minnesota Teacher Attitude Inventory and the Strong's Vocational Interest Blank will be administered to all forty student teachers (both the control group and the experimental group).

Hypotheses:

1. There are no significant differences between the changes in the two groups in the mean number of building and maintenance "acts."

2. There are no significant differences between the changes in the two groups in the mean number of time units devoted to "pupil initiated talk."

3. There are no significant differences between the changes in the two groups in the mean number of time units directed to "direct" influence of the teacher.

4. There are no significant differences between the changes in the two groups in the mean number of cognitive response elicitations.

5. There are no significant differences between the changes in the two groups in the mean Minnesota Teacher Attitude Inventory scores.

6. There are no significant differences between the changes in the two groups in the mean Strong's Vocational Interest Blank scores.

Serving as liaison with the Title I staff are Mr. Hank Steere, Director of Curriculum, Columbia Public Schools and Dr. John Votn, Professor of Education, University of Missouri.

Central Midwestern Regional Educational Laboratory

(St. Louis)

The general information which includes an overview of the region, program priority categories and activities,' organization of the laboratory, maps and charts, are found in appendix E.

Program activities June 15, 1966, to September 1, 1966. Complete summary found in appendix F.

For the purpose of this evaluation the following comments are related to the CEMREL "Progress Report" June 15, 1966-September 1, 1966, as determined between the Title I liaison from the State Department of Education to the St. Louis Title IV Regional Laboratory in St. Louis.

Areas of Coordination and Planning:

Appendix F. Page 4, "Program Area Classroom Teaching and Learning." The development of language curriculum through laboratory support shall be studied with great interest by the Missouri Title I in relation to possible innovative techniques, diffusion possibilities, and exemplary practices for Title I schools.

Appendix F "Program Area System Design Application": Page 8, appendix F "Stratification Study" seems to hold promises for position papers and/or objective criteria in possible curricular design for disadvantaged in both rural and urban areas. This notion also seems to hold true for the "Continuing Conferences On Urban and Non-Urban Educational Problems" stated on Page 9, appendix F. Page 10, appendix F "Research in Urban and Regional Planning" education significant in inner city Title I planning.

Page 14, appendix F, Problem Area. "Innovation, Diffusion, and Personnel Development." Activities (Seminar on Educational Leadership in the Elementary Schools) seems to have promises for systems development for administrators which facilitates improvement of instruction such as non-grading, individualization of instruction, team teaching, etc., which are significant in Title I organizations.

Page 17, appendix F Activities (The Reading Specialist, Training Program) It was hoped by the laboratory to engage as many Title I teachers in this program as possible. At this time, this latter aspect seems to be the most tangible coordinator to this date.

Appendix G program prospectus September, 1966 - December 1, 1967, for CEMREL.

(d) Title V

The following is a listing of professional personnel employed under Title V, PL 89-10 with a short description of how they interrelate to Title I, PL 89-10 activities.

NAME	TITLE	DESCRIPTION
William Clark Ralph Parks	General Supervisor General Supervisor	It is the responsibility of the general supervisor for supervision of the total school program. The general supervisor (1) reports to Title I staff as to the Title I activity in the various schools, (2) disseminates significant information within supervisory districts, (3) conducts local workshops in regard to ESEA and other matters, (4) assists local educational agencies in project development, implementation and evaluation.
Donald Derrick	Special Education Consultant	(1) Assist in Program Development of those local educational agencies which desire special educational programs under Title I, (2) Acts as a resource person in the preliminary and final review of such programs, (3) Provides supervision of such programs and assists in their evaluation.

Alfred Bleckschmidt	Director of Fine Arts	(1) Acts primarily as a resource person in review of projects, (2) Assists in supervision of projects and in establishment of evaluation and diagnostic strategies for the Fine Arts area. (See appendix H for a listing of such art and music test provided)
Robert Taylor	Director of Health, Physical Education	(1) Acts as a resource person in assisting the local educational agencies in their needs in respect to health and physical education, (2) Assists through the conducting of workshops and through project visitation, (3) Is responsible for preparation of state guide of school nursing, (4) Has been primarily responsible for the development of the "Suggested Format for Title I projects in Elementary Physical Education:" which is an attempt to test pupils in cognative and affective as well as psyco-motor behaviors and skills Copy of this test found in appendix I.
Eugene W. Dabbs	Director Data Processing	Served as coordinator between Title I evaluation staff and the key punching service located at Tipton, Missouri.

Kent Barber	Director School Law	(1) Serves as a resource person in regard to legal requirements concerning participation of nonpublic school pupils, (2) Provides legal information pertaining to the operation of cooperative projects, (3) Advises with Title I staff concerning the operation of Title I in relation to total school program.
John Lawrence	Coordinator PL 89-10	(1) Provides general administrative functions in the over-all operation of Titles I, II, and III within the state, (2) Provides assistance to directors and supervisors in Titles I and II in preparation of guidelines and criteria for project review.

(e) Describe the successes in developing and implementing projects relating Title I with other Titles of ESEA.

In general, the interrelationship between Title I and the other Titles has been slow to develop; however, the strength which underlies a more unified relationship is:

(1) The philosophy of the state and local agencies in planning interrelationships and

(2) Utilization of Title V personnel.

(f) Describe the problem areas involved in developing and implementing projects relating Title I with other Titles of ESEA.

(1) Lack of time on the part of state and local agencies for rational planning design.

(2) Lack of supervisory staff at the state level to assist in planning interrelationships

(3) Late beginning date of Title II of ESEA

(4) Late beginning date of regional labs in Title IV

The process of establishing working liaison between state agency and regional laboratories is proceeding. Contact personnel from both regional laboratories have indicated increasing interest in providing assistance to LEAs in regard to Title I.

(g) Suggestions or recommendations for revising the legislation that would facilitate a more effective use of Titles II, III, IV, and V in reinforcing Title I.

None at present. More experience with all Titles will provide further avenues for coordination of the services provided by each Title.

8. COOPERATIVE PROJECTS BETWEEN DISTRICTS:

(a) Describe the success in developing and implementing cooperative projects between two or more districts.

A survey form of the several school districts participating in cooperative projects in the state.

See following chart:

COUNTY	SCHOOLS	TYPE OF PROJECT	NUMBER OF CHILDREN INVOLVED	PRINCIPAL CRITERIA FOR APPROVAL
BARRY	Eagle Rock Golden Elementary Mt. Sinai Mineral Springs	Summer Program in Remedial Education	40	Low Academic Progress
BUTLER	Poplar Bluff R-I Broseley R-II Fisk R-III Neelyville R-IV Qulin R-V Cane Creek # 21 Henrickson # 4 Oak Ridge # 34	Area Audio-Visual Center	10,833	Limited Resources in Area Impacted by Cultural and Economic Deprivation High Concentration of Educational Deprivation
RIPLEY	Gatewood R-III Briar R-IV	Kindergarten and Remedial Reading		
WAYNE	Lower Turkey Creek # 14 Hiram # 15 White Hollow # 16 Greenville R-II			
DOUGLAS	Skyline Clifty Hall	Music Project	71	Lack of Adequate Cultural and Arts experiences

COUNTY	SCHOOLS	TYPE OF PROJECT	NUMBER OF CHILDREN INVOLVED	PRINCIPAL CRITERIA FOR APPROVAL
MARIES	Vienna # 66 Brinktown # 56 Mayflower # 22	Summer Project	735	Low Academic Achievement Low Cultural Level
NEW MADRID	Lilbourn R-IV Parma R-III Risco Portageville R-I New Madrid R-VI Morehouse Gideon # 37	Cooperative Dental Services	7,829	Provide adequate dental care in economically depressed area
NEW MADRID	Portageville R-I Parma R-III Risco Lilbourn R-IV New Madrid R-VI Morehouse Gideon # 37	Cooperative Film Library	7,829	Lack of Visual Resources Lack of Cultural experiences in area High concentration of educationally deprived
PERRY	Longtown # 71 Bois Brule # 69 Hunt # 33 Menfro # 10 Wilhelm # 39 Crosstown # 26	Improvement of Basic Skills	67	Low Academic Achievement
PERRY	Perryville # 32 Frohna # 49	Improvement of Communicative Skills	407	Low Academic Achievement
PHELPS	Flat Grove Corinth # 20 Bridge # 41 Dean # 45 Vida # 46	Summer Project in Language Arts	329	Low Language Achievement

COUNTY	SCHOOLS	TYPE OF PROJECT	NUMBER OF CHILDREN INVOLVED	PRINCIPAL CRITERIA FOR APPROVAL
ST. FRANCOIS	Busiek # 66 Cross Roads # 67 Knob Lick C-1	Directed Library Reading	46	Low Reading Scores
SCOTT MISSISSIPPI	Sikeston R-VI Charleston R-I	In-Service Workshop for Educationally Deprived	2,961	Study of Cognative and affective processes
SHANNON	Winona R-III Timber # 13 Birch Tree R-II Eminence R-I	Improvement of Basic Skills	125	Low Achievement Scores
TANEY	Taneyville R-II Mark Twain R-VIII Cedar Creek R-VII Kirbyville R-VI	Remedial Instruction in Basic Content Areas	73	Low Academic Achievement

The preceding chart shows the major emphasis in cooperative project planning.

(b) Describe the problem areas involved in developing and implementing cooperative projects between two or more districts.

(1) Lack of time during first year for joint planning between districts.

(2) There was the misconception in the initial months of the program that the submitting agency was the administrative agency and there was not autonomy of funds within the cooperative organization.

(3) Problems in uniform data collection systems between the member schools of the cooperative project.

(c) Describe any suggestions or recommendations for revising the legislation concerning cooperative projects between districts.

The following amendments will encourage cooperative projects between districts.

1. Section 104 amends sec. 203 (b) of Title I, Public Law 89-10. The section would establish as a minimum of 10 low-income and AFDC children for eligibility purposes. A new provision requires the payment per low-income child to be based upon 50 percent of the state average or 50 percent of the national average per pupil expenditure, whichever is higher, effective fiscal year 1968. The section would also amend the definition of "average per pupil expenditure" in a state to make it clear that all expenditures (and not simply local expenditure) in the state for free public elementary and secondary education should be included in the computation.

2. Section 109 would amplify the existing requirements that programs be of adequate size, scope, and quality adding the requirement that a program must involved an expenditure of not less than $5,000 which requirement may be reduced upon determination that it would be impossible for a local educational

agency to join effectively with other local educational agencies for the purpose of meeting this requirement for such reasons as distance or difficulty of travel.

9. NON-PUBLIC SCHOOL PARTICIPATION:

(a) What steps have been or are being taken to encourage initiative of local administrators in contacting non-public school officials?

Within the context and intent of the legislation criteria were established for project approval which required the LEA's to make provisions for participation of eligible non-public school children residing in qualified attendance areas. Constitutional and statuatory limitations in the state made dual enrollment and shared time impossible consequently many projects contained elements which extended the school day or provided for summer activities. LEA's having resident children who attended non-public schools were requested to plan Title I activities which would meet the needs of educationally deprived children attending both public and non-public schools. Joint planning between officials of public and non-public schools resulted.

(b) What successes have been experienced in developing and implementing public and non-public school cooperative projects.

The outcome of joint planning in Missouri resulted in the development of several different types of project activities:

PROGRAM	TYPE OF PARTICIPATION
Summer School	Full participation of eligible non-public school children in qualified attendance areas.
Before and after school programs	Full participation of eligible non-public school children in qualified attendance areas.
Kindergarten	Full participation of non-public school children in qualified attendance areas.
Guidance and Counseling	Home visitations to assist children; also, professional personnel stationed on public school grounds after school.

Cultural Enrichment	Participation in activities which took place on the premises other than public school grounds. (Field trips, educational tours, etc.)
Library and Curriculum Materials Center	Participation by non-public school children through use of books, supplies, and equipment on loan for use of non-public school premises.

The preceding is a listing of major types of programs conducted, which involve non-public participation.

The relationships between the St. Louis public school district and the non-public schools in the city area have been quite good. Mr. Paul Jabkar, Principal, Holy Cross Lutheran (coordinator of federal programs) School, Missouri Synod and Father John Bokel of the St. Louis Arch Diocese, are the non-public liasions to Dr. Gerald Moeller, Director of Federal Programs, St. Louis City system.

The following indications have been noted in cooperation in the St. Louis area: (1) The selection of materials and the development of audio-visual catalogs by cooperative effort; (2) Curriculum development in special areas such as speech correction, reading, along with the necessary equipment and supplies for program implementation are shared by public and non-public schools; (3) There was an inservice education class in remedial reading and spelling at Harris Teachers College involving 1,500 teachers for one college credit. This was at no cost for 300 private school teachers; (4) A permanent library committee has been established including committee members from private and public schools for the establishment of criteria, materials selection, and planning and organizing for St. Louis school libraries.

Relationships between the Kansas City School District and the Parochial Schools. The relationships between the school district and the parochial schools under the provisions of Title I very often reflect the conflict between the Title I legislation and the existing state constitutional law setting forth separation of church and state. Confusion developed around what kind of services could be legally provided by the school district in its collaboration with the parochial schools. The question, up to this point, is unresolved. Consequently, the choice of program is restricted.

Participation of parochial schools in programs developed by the public school has been most active in the in-service programs. In general, on a practical basis, relationships between parochial and public schools have proceeded without major difficulty.

(c) What problems have been experienced in developing and implementing public and non-public school cooperative projects.

Legal and constitutional limitations caused problems in regard to participation of non-public school children.

(1) State Constitution, Article IV, Section B states, in summary, that public funds may not be used to aid any religious creed, sectarian purpose or to sustain any private or public school controlled by any religious creed, church or sectarian determination.

(2) Section 167.031 RSMo Supp 1963 states: "Every parent, guardian or other person in this state having charge, control or custody of a child between the ages of seven and sixteen years shall cause the child to attend regularly some day school, public, private, parochial or parish, not less than the entire school term of the school which the child attends"...

(3) Decision of Sam C. Blair, Circuit Judge, Cole County, Missouri, October 12, 1965, in summary: The decision stipulates that public school officials may not establish classes in parochial schools (violation of constitution). Public schools may not offer part-time enrollment of children enrolled in parochial schools (violation of Section 167.031 RSMo Supp 1963).

(d) Describe any suggestions or recommendations for revising the legislation concerning public and non-public school participation.

None relating to federal legislation.

Table 7

Types of Arrangement in Title I Projects for Nonpublic School Children

Times of Participation	Number of Projects	Number of Nonpublic School Children
On public school grounds only		
During the regular school day	0	0
Before school	0	0
After school	13	455
Weekends	8	312
Summer	0	0
Subtotals	21	767
On nonpublic school grounds only		
During the regular school day	6	759
Before school	0	0
After school	2	67
Weekends	0	0
Summer	0	0
Subtotals	21	826
On both public and nonpublic school grounds		
During the regular school day	4	131
Before school	0	0
After school	1	4
Weekends	1	2
Summer	2	31
Subtotals	8	168
On other than public or nonpublic school grounds		
During the regular school day	0	0
Before school	0	0
After school	1	12
Weekends	0	0
Summer	3	391
Subtotals	4	403
Total	41	2,164

*Based on sample of 302 LEA's. This figure is not an unduplicated count.

10. SUPPLEMENTARY MATERIALS*

(a) If your state has printed state guidelines or disseminated other publications for implementing Title I programs, please enclose 5 copies of each.

(1) Regulation and Guidelines See Appendix J.

(2) Title I Evaluation Guide See Appendix K.

*Note Five copies of each under separate cover.

(b) If your state has contracted for evaluations of Title I programs or if LEAs have contracted with outside agencies for such evaluations, please enclose 5 copies of each evaluation.

Contract with Mr. Abb Vaughn, St. Louis University See Appendix A.

(c) Submit a compilation of objective measurements of educational attainment for programs funded under Title I. (For example, a table of pre and posttest scores for a group of projects having similar objectives and using the same standardized instrument and given at similar times.)

* Additional analysis provided for in Appendix A.

Objective Measures of Educational Attainment: Pre-and Posttest results for Subsample B; California Achievement Test

Subtest	Grade	Length of Time Between Tests	N	(A) Pretest Below 50th Percentile		(B) Pretest Above 50th Percentile		(C) Posttest Below 50th Percentile		(D) Posttest Above 50th Percentile		Per Cent Gain or Loss, Cols D - B
				n	Per Cent	n	Per Cent	n	Per Cent	n	Per Cent	
Reading	1 - 3	6 - 10	71	35	49.29	36	50.70	25	35.21	46	64.78	14.08
	4 - 6	6 - 10	54	40	74.07	14	25.93	30	55.56	24	44.44	23.51
	7 - 9	6 - 10	39	25	65.79	14	36.84	20	52.63	19	50.00	13.16
	10 - 12	6 - 10	16	8	50.00	8	50.00	7	43.75	9	56.25	6.25
Arithmetic	1 - 3	6 - 10	71	37	52.11	34	47.89	24	33.80	47	66.20	18.31
	4 - 6	6 - 10	54	23	42.59	31	57.41	20	37.04	34	62.96	5.55
	7 - 9	6 - 10	39	20	52.63	19	47.37	19	47.37	20	52.63	5.26
	10 - 12	6 - 10	16	10	62.50	6	37.50	6	37.50	10	62.50	25.00
Language	1 - 3	6 - 10	71	30	42.25	41	57.75	20	28.17	51	71.83	14.08
	4 - 6	6 - 10	54	37	68.52	17	31.48	30	55.56	24	44.44	12.96
	7 - 9	6 - 10	39	21	55.26	18	47.37	21	55.26	18	47.37	0
	10 - 12	6 - 10	16	7	43.75	9	56.25	5	31.25	11	68.75	12.50
Spelling	1 - 3	6 - 10	71	34	47.89	37	52.11	22	30.99	49	69.01	16.90
	4 - 6	6 - 10	54	27	50.00	27	50.00	22	40.74	32	59.26	9.26
	7 - 9	6 - 10	39	22	57.89	17	44.74	27	7k,05	12	28.95	-15.79
	10 - 12	6 - 10	16	7	43.75	9	56.25	8	50.00	8	50.00	- 6.25

Objective Measures of Educational Attainment: Pre- and Posttest results for Subsample B; Metropolitan Achievement Test

Subtest	Grade	Weeks Length of Time Between Tests	N	Pretest (A) Below 50th Percentile n	Pretest (A) Below 50th Percentile Per Cent	Pretest (B) Above 50th Percentile n	Pretest (B) Above 50th Percentile Per Cent	Postest (C) Below 50th Percentile n	Postest (C) Below 50th Percentile Per Cent	Postest (D) Above 50th Percentile n	Postest (D) Above 50th Percentile Per Cent	Per Cent Gain or Loss, Cols D - B
Total Arithmetic	1 - 3	16 - 20	76	48	63.15	28	36.84	40	52.63	36	47.37	10.43
	4 - 6	16 - 20	110	71	62.83	38	33.63	60	53,10	50	46.90	13.27
	7 - 9	16 - 20	89	61	68.54	28	31.46	58	65.17	31	34.83	3.37
	10 - 12	16 - 20	49	37	75.51	12	24.49	35	71.43	20	28.43	16.33
Total Reading	1 - 3	16 - 20	76	44	57.89	32	42.11	32	40.79	45	59.21	17.10
	4 - 6	16 - 20	109	63	58.33	46	42.59	59	54.63	50	46.30	3.71
	7 - 9	16 - 20	89	61	68.54	28	31.46	57	64.04	32	35.96	9.50
	10 - 12	16 - 20	50	36	72.00	14	28.00	35	70.00	15	30.00	2.00
Science	4 - 6	16 - 20	69	30	43.47	39	56.52	30	43.47	39	56.52	0
	7 - 9	16 - 20	89	72	80.89	17	19.39	57	64.04	32	35.95	16.58
	10 - 12	16 - 20	49	40	81.63	9	18.37	35	71.43	14	28.57	10.20
Social Studies	4 - 6	16 - 20	69	34	49.27	35	50.72	30	43.48	39	56.52	5.80
	7 - 9	16 - 20	89	67	76.00	22	25.00	61	69.31	28	31.82	6.82
	10 - 12	16 - 20	49	44	89.79	5	10.20	41	83.67	8	16.33	6.13
Spelling	1 - 3	16 - 20	76	43	56.58	33	43.42	28	36.84	48	63.16	19.74
	4 - 6	16 - 20	110	74	67.27	36	32.72	61	55.45	49	44.55	11.83
	7 - 9	16 - 20	89	56	63.64	33	37.50	50	56.81	39	44.32	6.82
	10 - 12	16 - 20	50	42	84.00	7	14.00	38	76.00	12	24.00	10.00

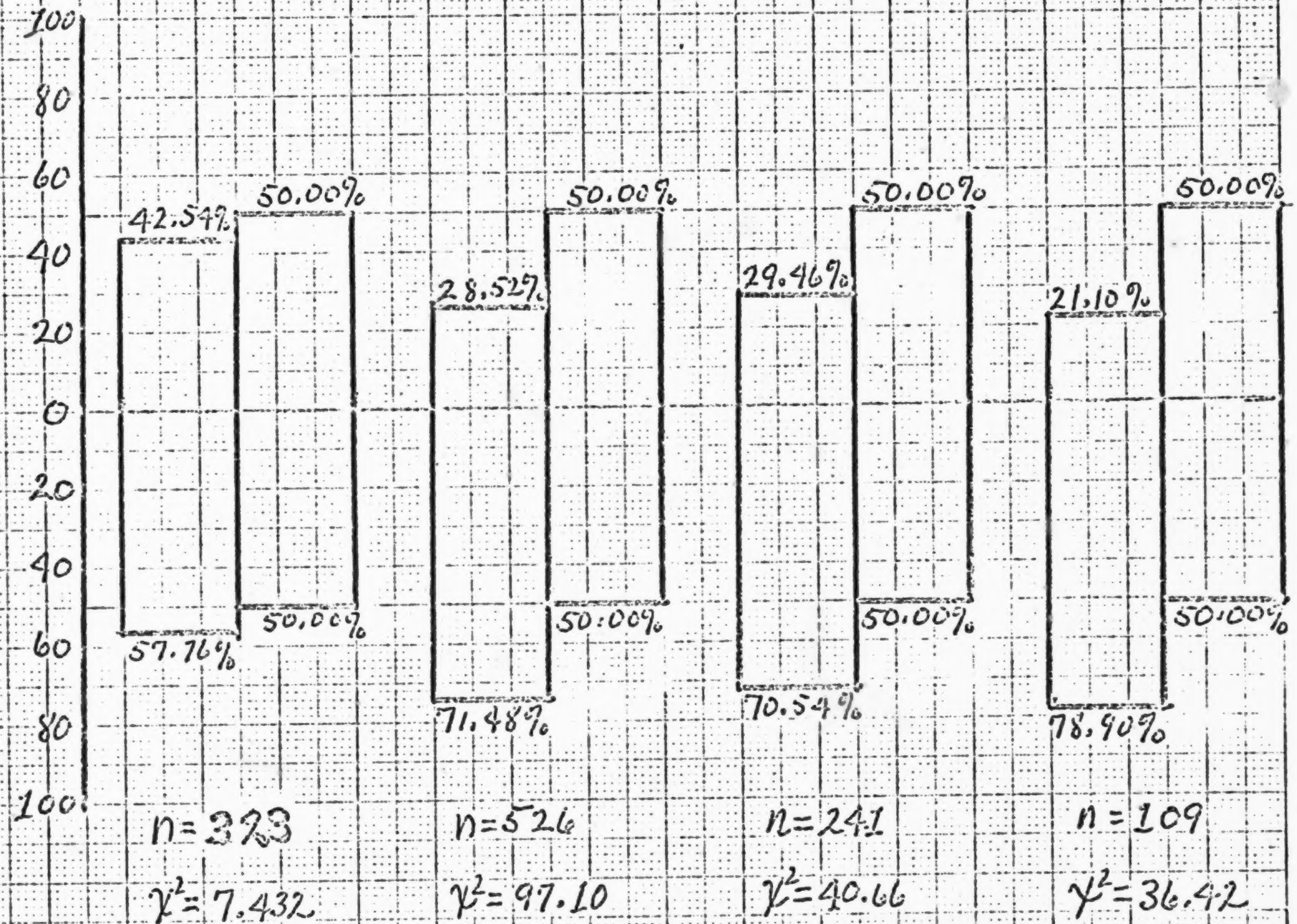

Figure 4. Comparison of Title I Project Schools (Subsample A) to the Standardisaition Group of the California Achievement Test: Scores for the Reading Subtest.

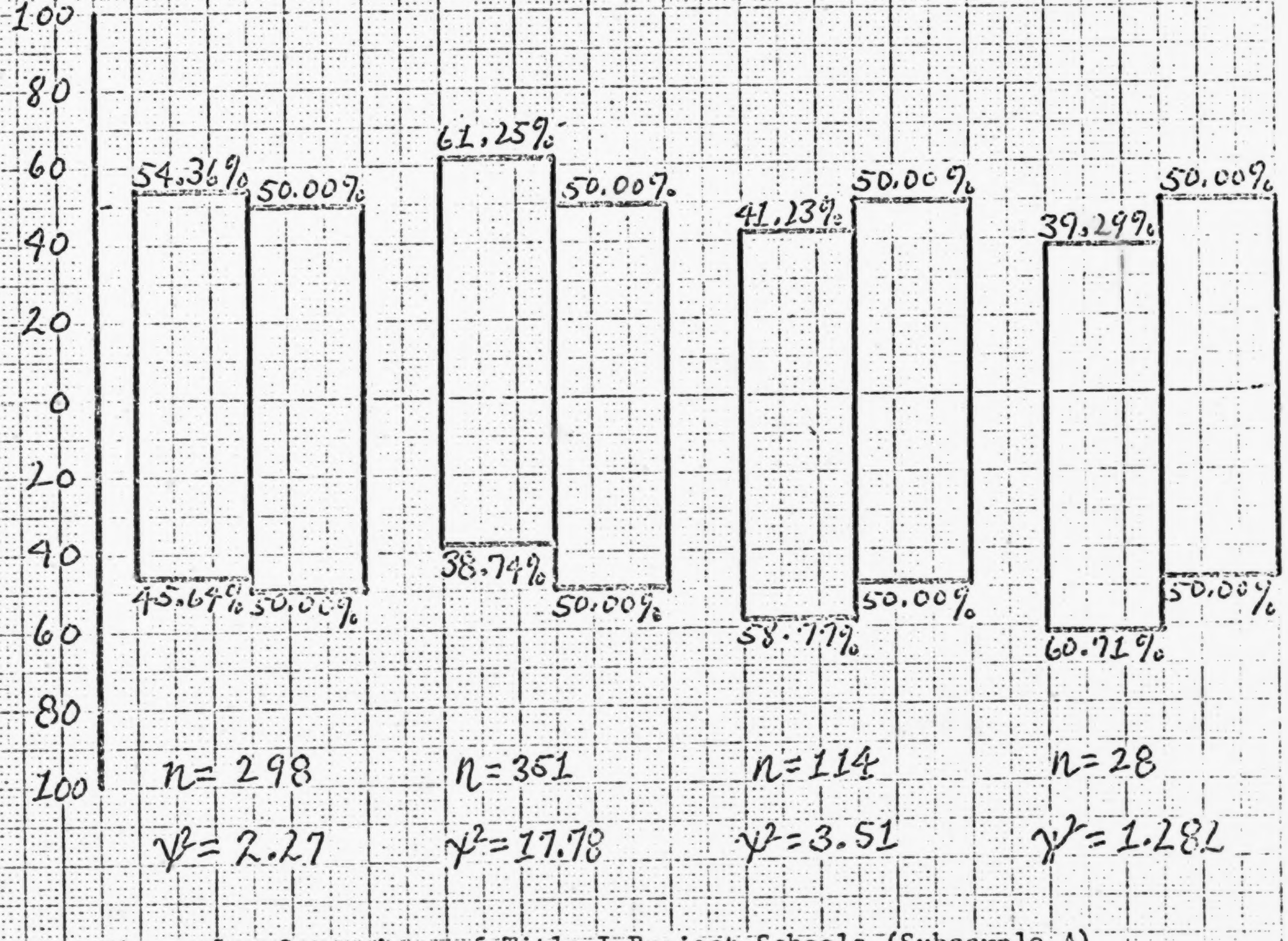

Figure 5. Comparison of Title I Project Schools (Subsample A) to the Standardisation Group of the California Achievement Test Scores for the Arithmetic Subtest.

10 Millimeters to the Centimeter

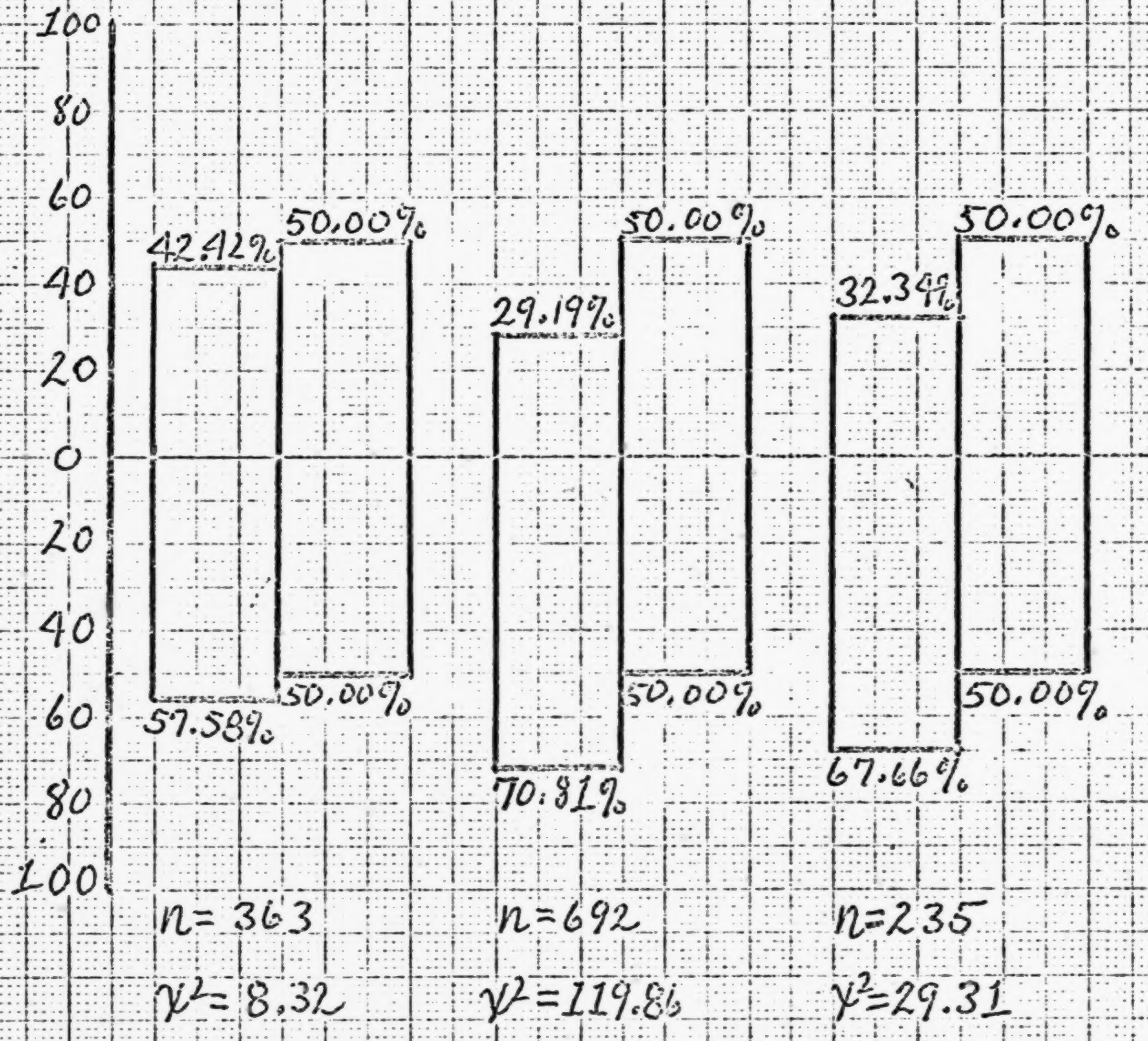

Figure 6. Comparison of Title I Project Schools (Subsample A) to the Standardisation Group of the Iowa Test of Basic Skills. Scores for the Reading Subtest.

10 Millimeters to the Centimeter

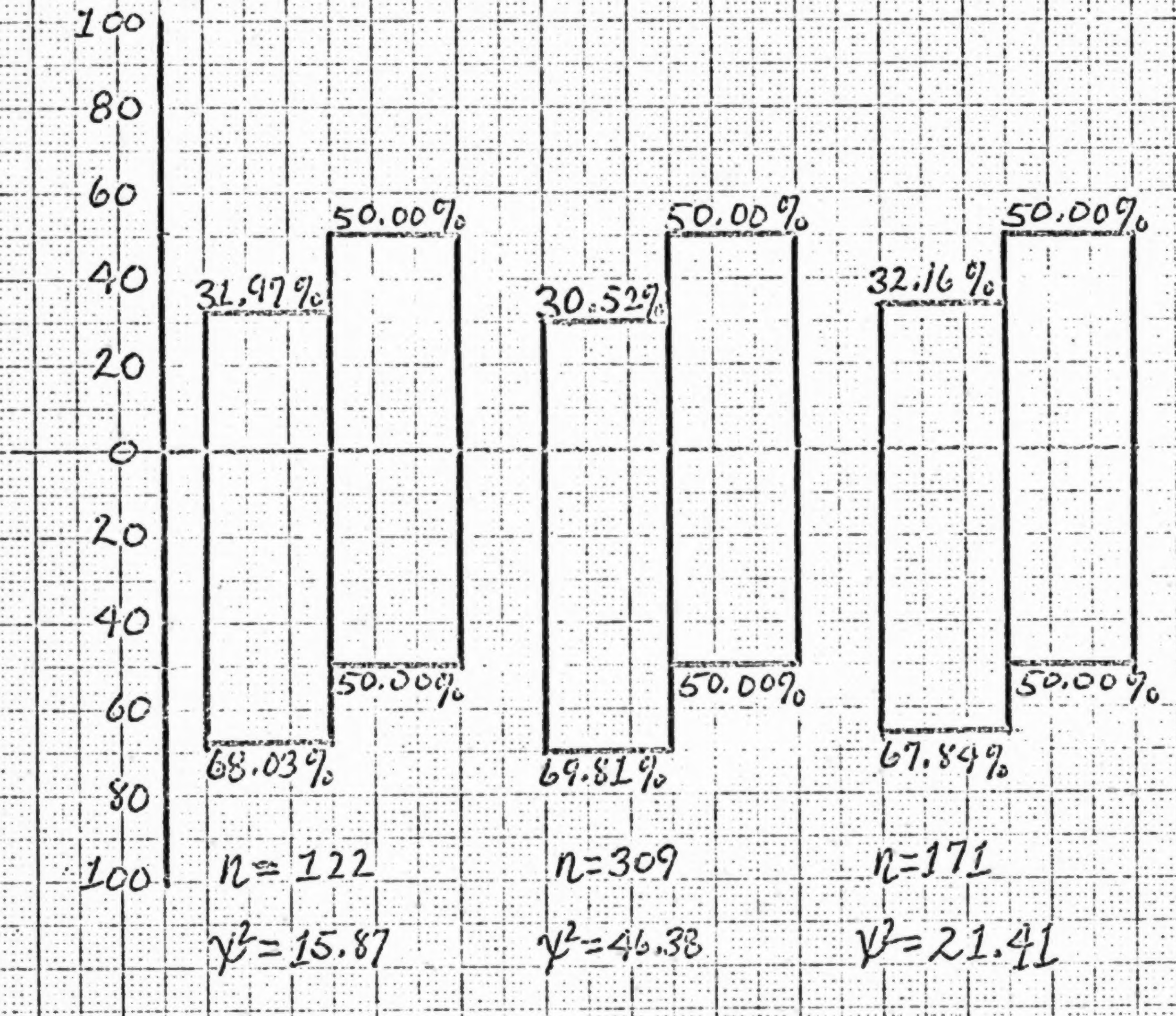

Figure 7. Comparison of Title I Project Schools (Subsample A) to the Standardisation Group of the Iowa Test of Basic Skills Scores for the Arithmetic Subtest.

10 Millimeters to the Centimeter

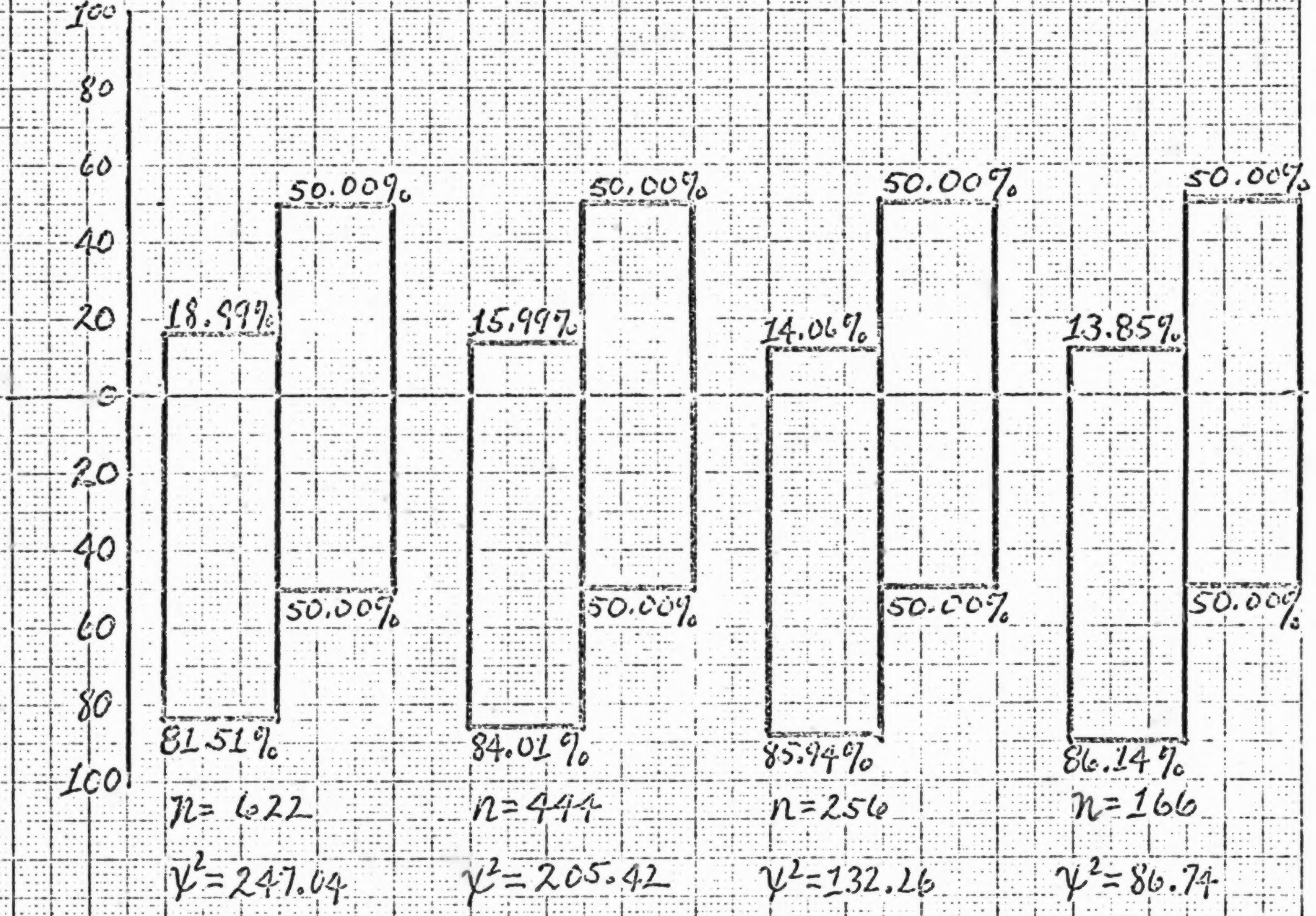

Figure 8. Comparison of Title I project Schools (Subsample A) to the Standardisation Group of the Stanford Achievement Test Scores for the Reading Subtest.

10 Millimeters to the Centimeter

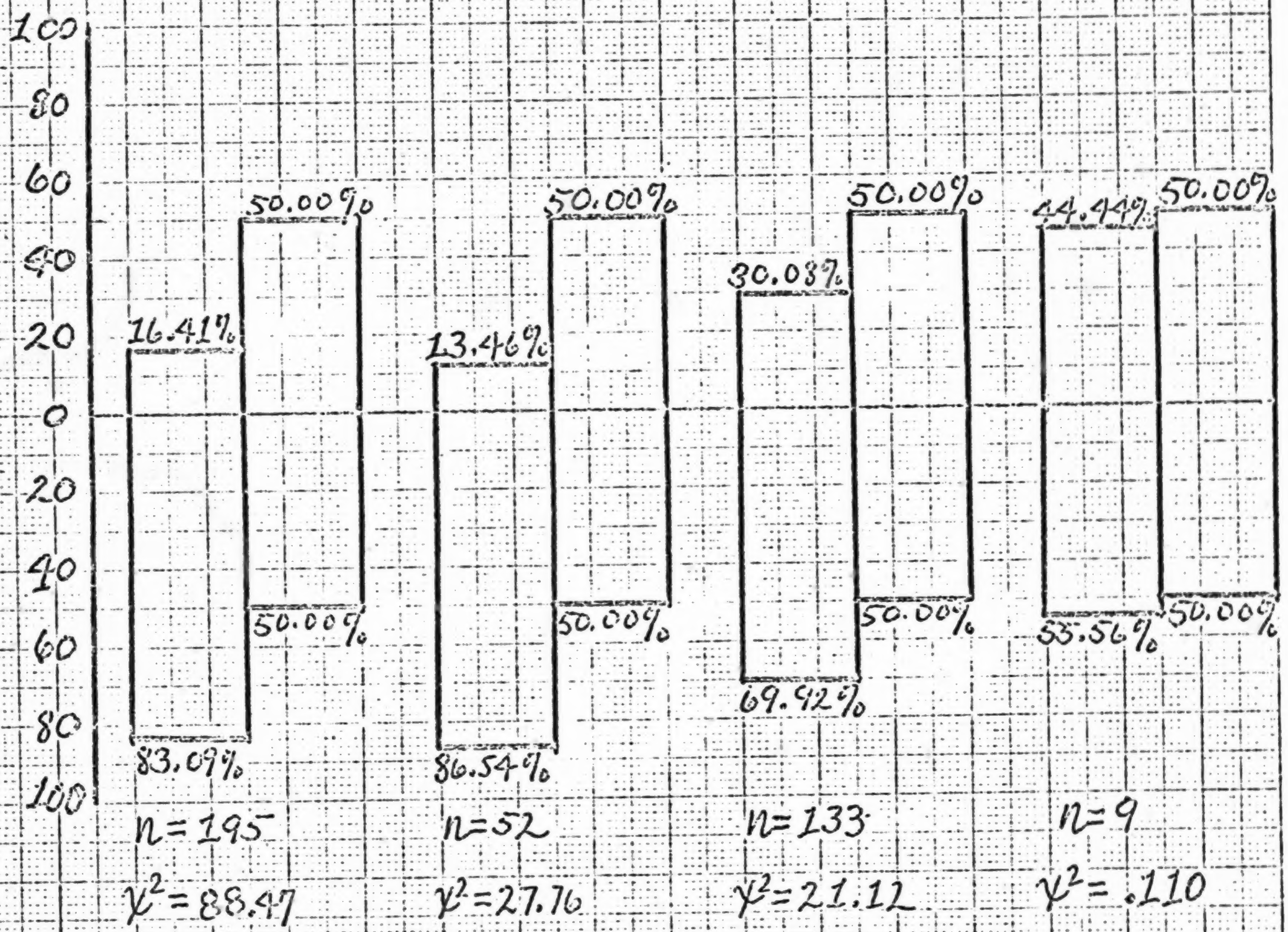

Figure 9. Comparison of Title I Project Schools (Subsample A) to the Standardisation Group of the Stanford Achievement Test Scores for the Arithmetic Subtest.

(d) Continue to supply complete data on the previously submitted 10% sample of approved fiscal 1966 grants.

List of schools included in previosuly submitted to USOE (See Appendix L)

Full data on 10% sample under separate cover.

PART II

COMPREHENSIVE ANALYSIS

Each question in this section is to be answered separtely for each of the five Standard Metropolitan Statistical Areas (SMSA's) listed below.

1. STATISTICAL INFORMATION

SMSA 1	N' LEAs with approved Title I programs 2	Funds Actually Committed 3	Cols 5, 6 & 7 4	Public School 5	Non-Public Schoool 6	Not Enrolled 7	Average Cost Per Pupil Cols 3/4 8
A	1	$ 196,575.00	2,252	1,917	335	0	$87.00
B	1	33,366.00	484	242	0	242	69.00
C	33	691,732.00	9,104	7,913	938	253	76.00
D	42	3,086,710.00	34,605	31,575	2,562	468	89.00
E	225	4,968,160.00	56,670	52,937	2,027	1,706	88.00
Total*	302	$8,796,543.00	103,115	94,584	5,862	2,669	$87.00

* These figues based on data from 302 LEAs.

2. ESTABLISHING PROJECT AREAS:

List in rank order the most widely used methods for establishing project areas. (For example, census information, AFDC payments, health statistics, housing statistics, school surveys, etc.)

* Additional analysis provided for in Appendix A.

Rank-Order and Frequency of Methods of Establishing Project Areas

Method	SMSA Classifications										Overall $\sum$	
	A[a]		B[a]		C		D		E			
	Rank	f	Rank	f	Rank	f	Rank	f	Rank	f	Rank	f
Census information	0	0	1	1	6	2	5	12	5	44	5	59
AFDC payments	1	1	0	0	1	22	1	34	1	195	1	252
Health statistics	0	0	1	1	4	8	4	14	4	64	4	87
Guidance records	0	0	1	1	3	15	3	24	3	81	3	121
School Surveys	1	1	0	0	2	21	2	31	2	135	2	188
Housing statistics	0	0	0	0	7	1	6	3	6	25	6	29
Other welfare data	0	0	0	0	5	3	7	1	7	11	7	15

[a] For this Subsample, there was only one LEA each for Classes A and B. Since each LEA used each method (where there are entries in the table) with the same frequency, the ordering procedure led to tied ranks.

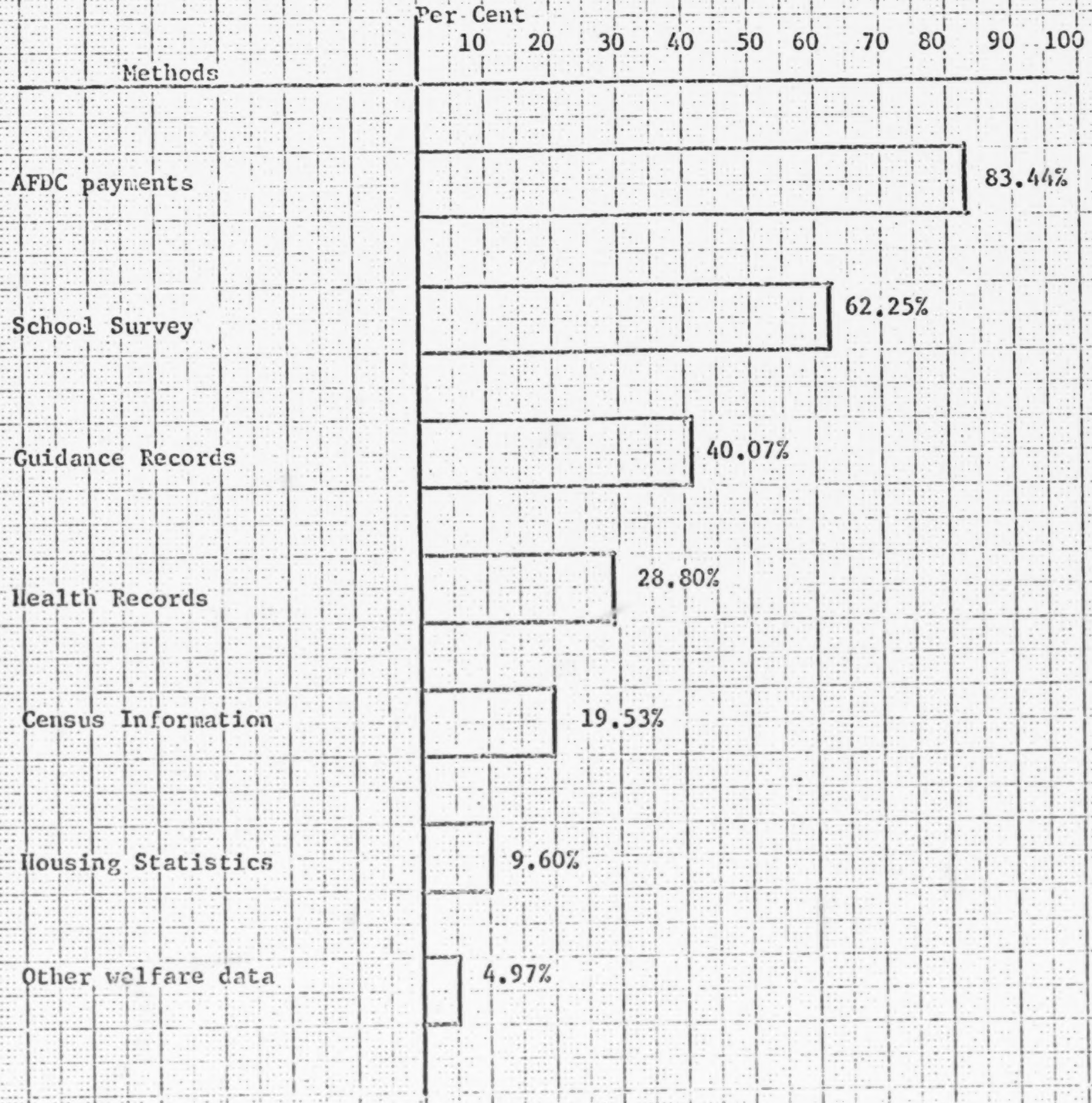

Figure 2. Summary of methods used by Local Educational Agencies to estab- project areas

0 Millimeters to the Centimeter

3. NEEDS:

List in rank order and describe the most pressing pupil needs in your state that Title I identified to meet. (For example, inadequate command of language, poor health of children, inadequate nutrition, speech defect, etc.)

* Additional analysis provided for in Appendix A.

Pupil Needs for which Title I Projects were Designed: Instructional Areas

	Rank Order					
	SMSA Classifications					Over-All
Pupil Needs	A[a]	B[a]	C	D	E	Rank
Improvement in Reading	1	---	1	1	1	1
Improvement in Mathematics	1	---	2	2	3	2
Participation in Kindergarten program	1	---	---	4	2	3
Improvement in Language Arts	1	---	3	3	4	3
Physical Education Activities	---	---	6	9	5	4
Cultural Enrichment	1	---	4	5	6	5
Music Activities	---	---	6	6	7	6
Improvement in the Social Sciences	1	---	---	8	9	7
Correction of Speech Defects	---	---	6	7	8	8
Improvement in Science	---	---	6	7	9	9
Art Experiences	---	---	5	6	11	10
Pre-vocational experiences in Industrial Arts and Home Economics	---	---	---	10	---	11
More time for Individual Instruction	---	---	6	10	10	12
Improved instruction in Vocational Skills	---	---	6	10	12	13
Pre-school Experiences	---	1	6	---	13	14
Special Services for Handicapped Children	---	---	1	---	---	15

---

[a] For this Subsample, there was one LEA each for Classes A and B. Entries in the table for each project for these LEAs led to tied ranks.

Pupil Needs for which Title I Projects were Designed: Ancillary Services

Pupil Needs	Rank Order SMSA Classifications A[a]	B[a]	C	D	E	Over-all Rank
Improved Physical Health Services	1	2	1	1	1	1
Improved Library Services	---	---	1	1	2	2
Development of Curriculum Materials	---	---	2	3	2	3
Provision of Guidance and Counseling	---	---	2	4	3	4
Improved Nutritional Health	---	---	2	4	3	5
Development of Tutoring Centres (for individual instruction)	---	---	---	2	5	6
In-Service Training for Personnel	1	1	---	4	6	7
Provision of Social Workers	---	---	2	4	---	8
Provision of Psychological Services	1	2	2	---	---	9
Improvement in Average Daily Attendance	---	---	---	---	4	9

[a] For this Subsample, there was one LEA for each of Classes A and B. Entries in the table for each project for these LEAs led to tied ranks.

4. LOCAL EDUCATIONAL AGENCY PROBLEMS:

Indicate the principal problems local officials encountered in implementing projects. (Be specific--for example, if lack of personnel is a problem indicate what types of personnel)

* Additional analysis provided for in Appendix A.

Principal Problems in Operation of Title I Projects

	SMSA Classifications A		B		C		E		D		Over-all Σ	
Problems	Rank	f	Rank	f	Rank	f	Rank	f	Rank	f	Rank	f
Lack of Personnel	0	0	0	0	2	8	1	15	2	80	2	103
Lack of Space in which to conduct Project	0	0	0	0	3	7	2	14	1	83	1	104
Lack of Attendance by Students	0	0	0	0	2	8	3	13	4	38	4	59
Lack of Cooperation by Parents	0	0	0	0	4	4	5	2	5	22	5	28
Other	0	0	0	0	1	9	4	7	3	46	3	62

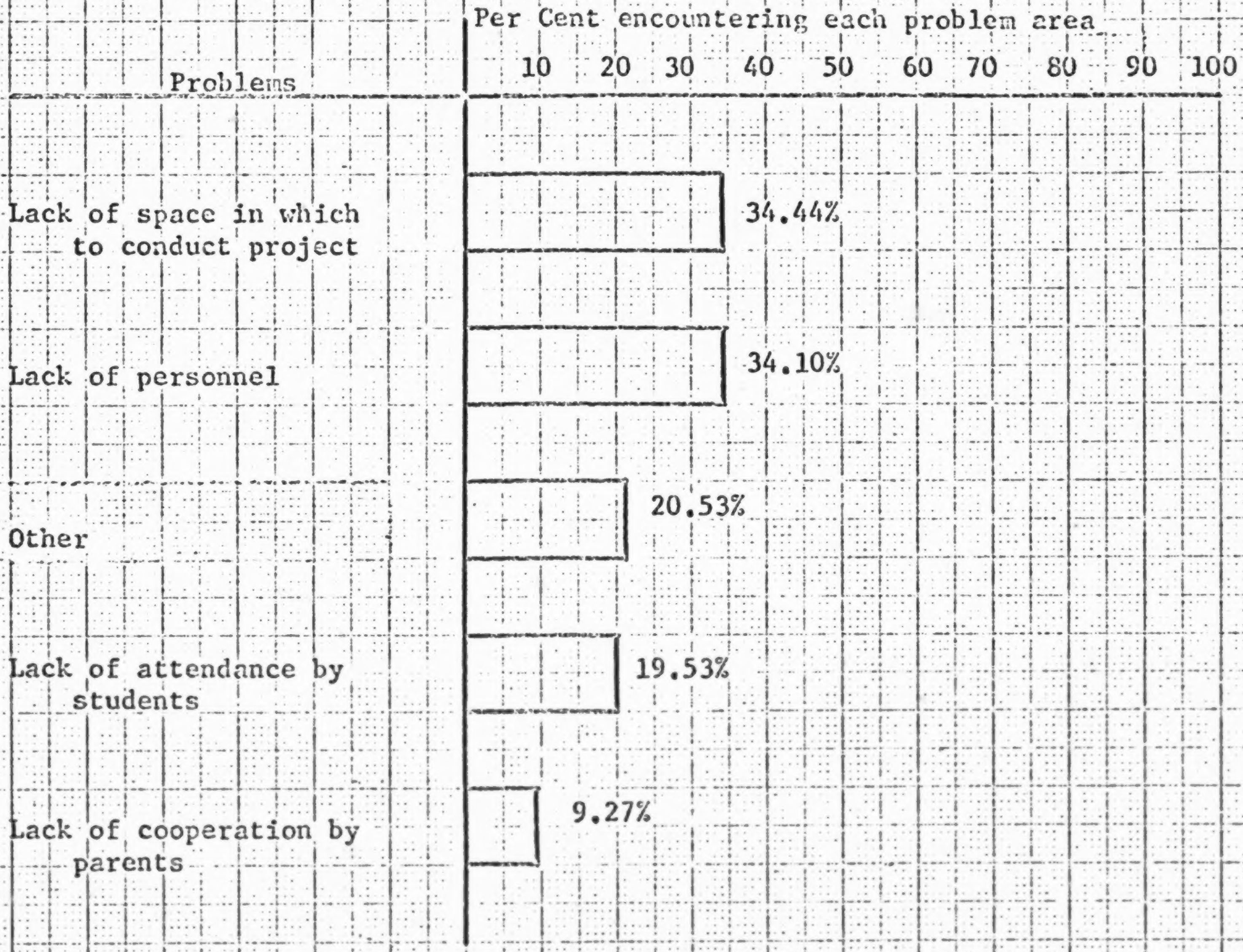

Figure 3. Summary of problems encountered by Local Educational Agencies in the operation of Title I projects

10 Millimeters to the Centimeter

5. PREVALENT ACTIVITIES

List the most prevalent types of Title I activities in your state.

* Additional analysis provided for in Appendix A.

Combined Rank Order for Types of Project Activities that Commonly Received Title I Grants: Instructional Areas and Project Services

Rank	Activity	f	Per Cent
1	Reading	180	25.00
2	Mathematics	71	9.86
3	Health Services	52	7.22
4	[a]Kindergarten	46	6.39
5	[a]English Language Arts	46	6.39
6	Summar School	44	6.11
7	Teacher Aides & other Subprofessional Help	41	5.69
8	Library Services	30	4.17
9	[a]Physical Education/ Recreation	25	3.47
10	[a]Cultural Enrichment --General	25	3.47
11	Curriculum Materials Centre Service	24	3.33
12	Science	18	2.50
13	Music	17	2.36
14	[a]Social Studies/ Social Sciences	16	2.22
15	[a]Speech Therapy	16	2.22
16	Guidance & Counseling	14	1.94
17	Industrial Arts/ Other Vocational	10	1.39
18	[a]Reductional of Class Size/Additional Teaching Staff	6	.83
19	[a]Food Services--Lunch	6	.83
20	[a]Business Education/ Office Occupations	5	.69
21	[a]Tutoring & After School Study Centre Services	5	.69
22	Inservice Training	4	.56
23	[a]Pre-Kindergarten	3	.42
24	[a]School Social Work Services (including Home-School Visiting)	3	.42
25	[a]General Elementary & Secondary Education	2	.28
26	[a]Special Education for the Handicapped (not including Speech Therapy)	2	.28
27	[a]Food Services--Other	2	.28
28	[a]Psychological Services	2	.28
29	[a]Attendance Services	2	.28
30	[a]Home Economics	1	.14
31	[a]Work-Study	1	.14
32	[a]Food Services--Breakfast	1	.14
33	[a]Waiver of Fees for Books, Supplies, & Materials	1	.14
34	[a]Transportation Services	1	.14

[a]Tied ranks.

Rank Order for Types of Project Activities that Most Often Received
Title I Grants, by SMSA Classification: Instructional Areas

	SMSA Classifications										Over-all	Σ
	A		B		C		D		E			
Instructional Areas	Rank	f	Rank	f	Rank	f	Rank	f	Rank	f	Rank	f
Art	---	---	---	---	6	1	7	7	13	4	10	12
Business Education/ Office Occupations	---	---	---	---	6	1	11	1	14	3	12	5
Cultural Enrichment --General	1	1	---	---	5	2	6	8	8	12	6	23
English Language Arts	---	---	---	---	4	4	3	13	6	22	4	39
Reading	1	1	---	---	1	25	1	31	1	101	1	158
Home Economics	---	---	---	---	---	---	11	1	---	---	15	1
Industrial Arts/ Other Vocational	---	---	---	---	---	---	11	1	---	---	15	1
Kindergarten	1	1	---	---	---	---	5	9	2	34	3	44
Mathematics	1	1	---	-----	2	6	2	18	3	32	2	57
Music	---	---	---	---	6	1	7	7	9	9	8	17
Physical Education/ Recreation	---	---	---	---	6	1	10	4	7	14	7	19
Pre-Kindergarten	---	---	1	1	6	1	---	---	15	1	13	3
Science	---	---	---	---	6	1	8	6	11	7	9	14
Social Studies/ Social Sciences	---	---	---	---	---	---	9	5	11	7	10	12
General Elementary & Secondary Education	---	---	---	---	6	1	11	1	---	---	14	2
Speech Therapy	---	---	---	---	---	---	8	6	10	8	9	14

(Table continued on next page.)

Rank Order for Types of Project Activities that Most Often Received
Title I Grants, by SMSA Classification: Instructional Areas

	SMSA Classifications										Over-All	$\sum$
	A		B		C		D		E			
Instructional Areas	Rank	f	Rank	f	Rank	f	Rank	f	Rank	f	Rank	f
Special Education for the Handicapped (not including Speech Therapy)	1	1	---	---	6	1	11	1	---	---	13	3
Summer School	---	---	---	---	3	5	4	10	5	24	4	39
Work-Study	---	---	---	---	---	---	11	1	---	---	15	1
Reduction of Class Size/ Additional Teaching Staff	---	---	---	---	---	---	11	1	12	5	11	6
Teacher Aides & Other Subprofessional Help	---	---	---	---	---	---	6	8	4	27	5	35

Rank Order for Types of Project Activities that Most Often Received Title I Grants, by SMSA Classification: Service Activities

	SMSA Classifications										Over-all Σ	
	A		B		C		D		E			
Service Activity	Rank	f	Rank	f	Rank	f	Rank	f	Rank	f	Rank	f
Food Services--Lunch	---	---	---	---	2	1	4	2	3	4	4	7
Waiver of Fees for Books, Supplies, & Materials	---	---	---	---	---	---	---	---	6	1	8	1
Health Services	1	1	2	1	1	4	1	6	1	33	1	44
Psychological Services	1	1	2	1	2	1	---	---	---	---	7	3
School Social Work Services (including Home-School Visiting)	---	---	---	---	2	1	2	4	---	---	6	3
Attendance Services	---	---	---	---	---	---	---	---	4	3	6	3
Guidance & Counseling	---	---	---	---	2	1	4	2	3	2	7	4
Library Services	---	---	---	---	1	4	1	6	2	18	2	28
Curriculum Materials Centre Service	---	---	---	---	2	1	3	3	2	18	3	22
Tutoring & After School Study Centre Services	---	---	---	---	---	---	2	4	5	2	5	6
Transportation Services	---	---	---	---	---	---	5	1	---	---	8	1
Inservice Training	1	1	1	2	---	---	4	2	6	1	5	6
Other	---	---	2	1	2	1	---	---	---	---	7	2

6. INNOVATIVE PROJECTS:

List and briefly describe innovative and/or exemplary projects or activities that include new approaches for each classification of LEA. Please specify state project number. (One criterion in selecting an innovative project is whether it merits dissemination to other LEA's with similar characteristics.) Also include human interest materials or incidents involving Title I projects.

SUMMARY OF TITLE I PROJECT

Name or Title of Project: "Rooms of Twenty"

Name of School System Implementing Project: St. Louis City Public Schools

Name and Title of Person Writing this Summary: Mr. John Allan, State Supervisor

Rooms of twenty pupils selected from non-graded primary systems for intensified instruction in the basic content areas. The rooms are related to the specific academic needs of the pupils involved and other instructional apparatus to meet these needs.

The evaluation of achievement in these areas special rooms has shown a great deal of work at the completion. Children are integrated back into the regular instructional program as determined by progress and age.

CLASS A State Project #1

SUMMARY OF TITLE I PROJECT

Name or Title of Project: Comprehensive Program for Early Langauge Development and Remediation for the Educationally Disadvantaged

Name of School System Implementing Project: University City Schools

Name and Title of Person Writing this Summary: Mr. Leo Grebe, State Supervisor

This project is a comprehensive approach to remediate the disabilities of educationally disadvantaged children through the use of (1) a language diagnostic clinic, (2) an inservice education program for regular classroom teachers to enable them to utilize the clinical prescriptions, and (3) the use of special teachers in three schools with the highest incidences of economically and educationally deprived children.

CLASS B State Project #657

SUMMARY OF TITLE I PROJECT

Name or Title of Project: Webster Pre-Kindergarten to grade six extended Opportunities Program

Name of School System Implementing Project: School District of Webster Groves

Name and Title of Person Writing this Summary: Mr. John Estelle, State Supervisor

Program which includes eight weeks pre-school program interdisciplinary in nature to include school community resources. Nine weeks--inservice program for testing specialist; this is consistant of a study of cognative and affective processes as well as evalution design which may be used in project evaluations. A six weeks summer workshop for teachers to include group process training and behavior oriented objectives.

CLASS C State Project #636

SUMMARY OF TITLE I PROJECT

Name or Title of Project: Expanded services to handicapped children of the special school district of St. Louis County

Name of School System Implementing Project: Special School District of St. Louis

Name and Title of Person Writing this Summary: Mr. Glenn White, State Supervisor

The project is designed to provide new and broadened curriculum and expanded services to children. The following exemplary and innovative components are included: (1) social work service, (2) visiting teacher service, (3) speech and language development, and (4) driver and traffic safety education.

CLASS C State Project #608

SUMMARY OF TITLE I PROJECTS

Name or Title of Project: Inservice Teacher Education for Educationally Deprived

Name of School System Implementing Project: Cape Girardeau School

Name and Title of Person Writing this Summary: Mr. Donald R. Shire, State Supervisor

The public schools of Cape Girardeau in cooperation with the University of Missouri are conducting a two-year planning strategy session on the nature of the educationally deprived children in the area as well as to determine certain instructional changes to be implemented within the curriculum to meet the needs of these people.

Consultants are called in for two-days sessions to work with teacher groups as well as administrators. Evaluation to this point has been essentially in light of changing teacher behavior.

CLASS D State Project #322

SUMMARY OF TITLE I PROJECT

Name or Title of Project: Interdisciplinary Team Approach, Junior High Basic Content Areas

Name of School System Implementing Project: Columbia Public Schools

Name and Title of Person Writing this Summary: Mr. Donald R. Shire, State Supervisor

The implementation of this project consists of a summer workshop for the development of instructional strategies and group process work with a team of four members. Instructional implementation beginning in the fall of 1966 with four teachers, four sections of children with an independent study area, large group instructional area, multi-graded and independent learning area in the instructional process.

A strong emphasis on behavior oriented objectives is being stressed.

CLASS D State Project #918

SUMMARY OF TITLE I PROJECT

Name or Title of Project: A program for building positive individual attitudes within the educationally deprived child for the purpose of developing better child human relations in the school, home, and community through increased specialized personnel services.

Name of School System Implementing Project: Fulton #58 Schools

Name and Title of Person Writing this Summary: Mr. Donald R. Shire, State Supervisor

To provide preventive measures and a follow-up program to assist educationally deprived children in grades K-12 to adjust better to the school situation through individual counseling, home visitation, and increased health education and services.

CLASS D State Project #248

SUMMARY OF TITLE I PROJECT

Name or Title of Project: Development of Audio-Visual, Learning Laboratory, Equipment and Resource Center

Name of School System Implementing Project: Lincoln County R-II

Name and Title of Person Writing this Summary: Mr. Donald R. Shire, State Supervisor

The development of an elementary learning center equipped with multi-media concept. Students are scheduled into the center as individuals or small groups in relation to their diagnosed learning needs. The center is staffed by professional and non-professional persons.

CLASS E State Project #3

SUMMARY OF TITLE I PROJECT

Name or Title of Project: Installation of teaching machines for remedial teaching

Name of School System Implementing Project: Ralls County R-II (Center)

Name and Title of Person Writing this Summary: Mr. Donald R. Shire, State Supervisor

Ten autotutors Mark II have been purchased along with assorted programmed learning machines plus films in reading and math. The intent being to supersaturate the educational environment with alternatives of media to meet diagnosed learning needs.

CLASS E State Project #444

HUMAN INTEREST SUMMARY
by SMSA Classification

THAYER R-II Class E State Project #151

A little girl was looking at a colored picture of an elephant. She immediately associated the color of the elephant with the mouse and made the statement that it looks from the picture to be the same size of a mouse but she knew it wasn't. She asked the teacher to take the book home that had this picture so she could show it to her mother, and she developed quite an interest in the elephant. Upon bringing the book back to the teacher, she said, "My mama has promised me a trip to a zoo so that I may see a real elephant."

One afternoon as usual we were sending notes home to parents reminding them of P.T.A Founders Day program that evening. Of course this was done the last minutes of the day and the teacher passed them out and told them to be sure to take them home to their parents. One little fellow, very much disturbed, said "I don't have any parents." So teacher held the children for a moment and very carefully explained to them that your parents are your mother and daddy. He was thoroughly satisfied then, took his P.T.A. note, and happily headed toward the bus.

One little girl had a fear of dogs. On the playground a little dog came trotting by and this little girl became terribly frightened. Another little girl, much smaller than she, picked her up and carried her into the building, sat down on the chair, held her on her lap, and talked to her like a mother about a dog not hurting her. (Incidentally this little mother-girl had a baby brother or sister at home that she had been caring for, and in her conversation she implied such to the girl that was frightened.)

This we felt quite typical of the attitude of our children in this project toward the multi-ethic edition of our readiness program lends proof to the fact that through a little child's eye all people are equal. Not once did they make any remark about some of the children pictured being of a different color than they.

One child had the habit of taking things and all efforts of the teacher failed. This child changed her habit as a result of group disapproval by her classmates. She developed a desire for her behavior to meet approval of her classmates and stopped taking things and remained that way until the end of the year.

SENECA R-VII Class E State Project #371

A number of teachers came into the office to pick up some new globes that had arrived. They commented on how attractive and up-to-date the globes were and then returned to their rooms, taking their globes with them. Miss X remained after the other teachers left. She mentioned to the secretary, who had been checking out the globes to the other teachers, that the globes were attractive but that they were out of date. A look of astonishment came over the secretary's face as she replied, "I don't know what you mean, we purchased the latest globes that could be bought and I don't understand what you mean". To this Miss X replied, "The globes are out of date because as the Bible says, the world is square". She went on to say that John Glenn had proved this as a definite fact. She became rather indignant when we did not agree with her point of view. With this incident in mind, I am not sure if we are educating educationally deprived students or teachers.

WEAUBLEAU R-III Class E State Project #359

While remedial work has its disappointments, it also can bring its happy moments.

After working with Jerry, a second grader, in remedial reading for sometime, Miss Nelson decided that it would be beneficial for him to get more practice in reading easy stories. Since he wasn't reading independently and since her time was limited, she attempted to send a book home and encouraged him to read to his parents at home.

After some firm persuasion, Jerry finally took an easy storybook home. The next morning he came to class with his book clutched to his chest and a twinkle in his eye. He informed Miss Nelson that he had read the story of the "Pancake Man" to his father. While Miss Nelson was still beaming over that accomplishment, he inquired if she would like to know what his father had said after he had finished reading the story to him. Miss Nelson was afraid to ask what his father had said, considering the many ups and downs she had had with Jerry. But she had no alternative but to say she would like to know what Father had said. Jerry, grinning from ear to ear, said, "My father said 'why, that old fox gobbled that pancake right up and didn't even put syrup on him'."

FAIR PLAY R-II Class E State Project #701

The Remedial Reading classes in our school are small enough so that individual attention can be given and there is an attempt to make the learning as interesting and as pleasant as possible. When class was dismissed one day, a second grader said, "How come it's so fun in this room?"

In a fourth grade class session, the beginning team of the consonant blend "fr" was being discussed. When asked what words they could remember that started with the "fr" sound, a number of words were correctly given.

One boy raised his hand and said that he knew another "fr" word: the word "frill". It was thought that he was a little too young to know what a "frill" was so he was asked to use it in a sentence. He said at once, "A frill, you know, when you are 'frilled' about something."

MAYSVILLE R-I Class E State Project #670

Parental response to the new Kindergarten program was outstanding. At least one parent of every child except one, attended either the open house or visited sometime during the summer. Mothers were quick to respond with cookies when asked. Many volunteered to assist with trips and other activities in which the Kindergarten students were involved.

Throughout the summer persons of varying interest commented about the Kindergarten in general or its particular activities. Some of the items of conversation were recorded and are given below to show the responses of parents, visitors, and class members.

"Diane has enjoyed every minute of it. I am surprised how much she has learned in such a short while."

"Barry can't wait to get in the door to show me his papers. I am so glad he had the chance to go to Kindergarten."

"Thanks for teaching Ralph. My how he has enjoyed it. Didn't you ever have to scold him?"

"After the first three weeks we didn't recognize Shawn. He seems so independent. Now he thinks he knows more than we do. He was so immature. I know we babied him too much. We will be different with Troy. I didn't realize how we shielded him. If you think it is wise we will leave him in Kindergarten this year. Sure wish it could have been for a year instead of eight weeks."

"Gary has sure enjoyed coming to school. One day when he can in the door I ask him what he had learned that day, and he said, 'I learned to keep still.'"

Elderly lady: I wish I was little, and could go to school in a room like this. It is so colorful, and you have so many nice things.

College Student: Wouldn't it be wonderful to have a new piano and a record player with two speakers to listen to.

Nurse: This is darling. I went to Kindergarten in Iowa, but I never had anything like this!

Teacher from Hannibal (former English teacher here): It looks like a perfect situation. I see you have the best of material.

Lady that lives in town: I am glad we have a Kindergarten in our school.

These are examples of Kindergarten conversation:

Don't you know your colors? I know all the colors since we had our clowns and ballons.

It is my turn to match the pictures that rhyme. Doesn't snake rhyme with cake.:

I sure like to color since we got the big colors. They are pretty. Let us see if we can keep from breaking them.

Finger painting is sure messy, but I like it."

I make good animals with molding clay. See the trunk of my elephant?

You mean we don't go to school tomorrow? Will you be here Monday?

Music time? Rhythm band?----I get the sticks!

Why don't you give us some more designs to follow the line. That's fun.

I'm left handed, but, I never had a left-handed scissors before!

MILAN R-II Class E State Project #849

Results of informal questionnaires by Parents: Most of the questionnaires returned by the parents were in favor of the summer program. The majority of the parents felt the program had been helpful in improving the reading skills of their children and in developing better attitudes toward school work.

Many stated that would like to see remedial programs conducted in spelling and especially in math.

Of course, some felt that their children should be brought up to standard in all areas during the regular school session. It would be wonderful in such could be done.

The majority stated if their children needed remedial work next year, they would be glad to send them.

On the whole, the majority of the parents expressed satisfaction with the over-all program.

Results of Student Questionnaires: The student questionnaires indicated that the majority of the students felt they had been helped a great deal by the program. There was indication of excellent cooperation on the part of the students.

Many stated other areas, other than reading, in which they felt they needed help. They stated they would like to attend another summer program or a remedial class during the regular term. They also said they had received benefits in areas of developing better attitudes as well as in academic skills.

In our opinion, from the viewpoint of the student, the program was well received.

NEWBURG R-II Class E State Project #214

It's always bothered me about Lewis. He's a loner for one thing--nice to everyone and everyone nice to him--a dozen cousins near his age--and still a loner. He can't learn in class and pupils seem to feel this difference about him. Lewis was enrolled in one of my classes and through that semester I decided that some way I had to help him more than I could seem to manage during regular class periods. He did not ever pass a test because he could not read--at all! (Strangely, he can write and spell in an acceptable manner.) He wanted to participate in class so much that when I assigned some parts for oen of the socio-dramas in class, he let me sit by him and whisper all the words of his part which he repeated after me. Not too many 18-year-old boys would have done that. Saving up errands to the office and packages to carry until his class period became routine with me.

At the middle of the year, when I became the counselor, a challenge was waiting for me: Lewis. Now, maybe. Since I was never convinced that he was so dull as many believed, my first step was to give him an individual intelligence test. Aha! We have many who are lower than that who read quite well. The remedial reading teacher in the upper grades had a period she was saving for some special work. It took no effort to convince her she should have Lewis for that period since she had had him in a regular class previously, also. Later, I gave a small group test which used only pictures (SRA Gen. Ab.) and Lewis came out with an average IQ and a grade expectancy level of 11, right where it should be.

One day Lewis came in to see whether I had any material on the Green Berets. He expects to go in the Army eventually anyway. Having just received a new booklet on this, I gladly turned it over to him. A few days later, he asked his reading teacher whether she thought his reading could help him to learn to think fast and make good decisions.

She said, yes, but, being mystified, came to report the remark to me. Hooray! Lewis had read something on his own. The same sentence he had spoken was in the Green Beret booklet. He had done something more than look at the pictures. On our last of school achievement tests, Lewis was up to a grade level of 6.7 in reading. This is a great step forward from last year when he could not read on the first grade level. There is a possibility he will go to a make-up class in summer school.

This young man will never read fluently, but just to be able to read signs, the newspaper and simple directions on a job will enable him to be more useful to himself and others. He'll be able to feel he is the worthy person that the rest of us already know that he is.

VAN BUREN Class E State Project #582

Two incidents come readily to my attention. The first involved the seventh grade girl who was being most uncooperative. She never agreed to anything that the class or the teacher wanted to do. After a conference involving the student, teacher, and counselor, she began to work with the class very well. She was overheard to remark, "It is more fun when you can be agreeable. Really you get to do more things that way!"

Another situation involved a mentally retarded girl who could not work and play with the other children without hitting and kicking them. This resulted in retaliation and numerous tears. Finally, two girls in the seventh grade decided to "adopt" her. This gave her greater confidence and more prestige from her peers. There was little bickering after that.

COUCH MYRTLE R-I Class E State Project #113

One boy, Kenny, whose parents are illerate and have an extremely low income, was suspected of stealing repeatedly. His teacher of Special Education had no success in her effort to elevate his thinking and moral responsibility.

He came to school dirty and was given clothes by the Lunch Room Supervisor, for whom he worked for his lunches every day. She washed his clothes and tried to teach him some health and good grooming habits, yet on Monday morning he returned the same ol' dirty Kenny. Her patience wore thin, but she persisted in her efforts and encouragement, giving him much attention.

After our counseling program was initiated, Kenny was sent to the counselor who spent much time in talking, visiting, and just getting acquainted. He asked Kenny to perform menial tasks, and paid him enough to buy a coke, ice cream bar, or candy every day. It seemed to make him feel quite important and he never failed to come at the appointed time.

He must have noticed that others whose appearance was neat, had short hair. He asked for a haircut and we kept his hair cut for him here at school. One day, the counselor took him to the barber shop for his haircut, and he took him to other business places in town, including the bank. He reacted as if it were all new to him. Needless to say, he had a holdiay!

The impact of the guidance and other efforts to help him cannot be fully evaluated as yet. But with the continuance of the counseling program, we feel that many others along with Kenny can be helpd tremendously. Many, like Kenny, need guidance and direction in raising their standard of living, motivation toward higher ideals and moral principles development of concern for others and his own obligations and opportunities, and the value and compensation of purposeful living.

GREENFIELD R-IV Class E State Project #139

The physical education class in the high school for the handicapped had an enrollment of 15 boys; seven of this number were educationally deprived in addition to their physical disabilities. One boy is an epileptic. Included in the group were some athletes---school lettermen, These were the "leavening agent" in that the handicapped were inspired by these athletes. At the same time, the lettermen profited because they helped the handicapped with their physical improvement.

The progress was steady and non-athletes lost much of their fear in attempting physical feats. In fact, the boys gained enough confidence in their ability that they appeared before P.T.A. meeting in which they demonstrated their activities with tumbling acts and other gymnastics.

In addition to the body building, which is very important, the boy's self-esteem increased and their social attitudes were less negative. A noticeable effect, voted by the entire school staff, was improvement in attendance. The school's daily bulletin reported often, during the last semester, on the almost perfect attendance.

The eighth grade social studies classes responded as anticipated to the division into two classes. From a class with an enrollment of 42, the division allowed many of the educationally deprived to be seen and heard.

These so called "poor performers" had merely been "chair warmers" before the division. Afterward, there was time for all and the teacher could help and draw out those who were shy and introverted because they had been able to fade into the background of the large class which was dominated by the group who always topped the class in test scores.

Special reports were assigned which involved much reading, writing, and talking. This was a chance for each individual to perform on his own, because each one selected the field of his own particular interest for the reports.

Attendance improved in the social studies classes and each pupil wanted to come because this was his class. The mother of one class member called the teacher one night to tell her that George was sick and couldn't attend school the following day. She said, "George wanted me to call you, because he said you were interested in him." This interest was possible in the smaller class.

STANBERRY R-II Class E State Project #298

I noticed that one child was extremely shy and refused to participate with the other children on the first day of class. We did not force him to come to our circle and gradually, as days went by, he began to join in and was soon involved in all areas of interest.

We hatched some eggs in our room and what a thrill the children had watching the chicks peck their way out of the shell. One mother remarked that her child would not eat eggs for several days after that!

FISK R-III Class E State Project #93

A small boy transferring from another school stated that he was in the fourth grade. (His records showed that he had been retained several times and should be on the third grade level.) His history included that he is a post-polio with permanent damage to the left leg which appears to be in the tibial articulation. He also was malnourished (with an adequate appetite, but always filling up on the wrong kinds of food and never eating vegetables.) His school work was poor. Special interest from the teacher, principal, and nurse has helped this deprived child considerably. His leg is more freely moveable. He has been able to do fourth grade work along with the average student. He goes back for second and third servings of food. He is even eating green beans and other vegetables and enjoying them.

A girl in special education was absent and ill frequently. She was frail, malnourished, and anemic in appearance. She is also a post-polio. The parents were unconcerned, even to the point of sending the child back to school walking five blocks in the rain, when she had just been driven home for symptoms of fever and a temperature of 100. Conferences with the parents finally persuaded them to take her to the doctor. After treatment for the infection, he ordered vitamins. These were obtained from the health center and given at school, as the parents did not give them regularly. She has gained weight, her eyes are brighter, and she is more outgoing, especially to those that have shown so much interest in her.

Comments made during the counseling sessions were indicative of some of the value of the program. A tall, mature-looking eighth-grade girl said that it was so good to have someone to talk to about her foster brother. She hated him and had wanted to run away, but she was afraid of hurting her parents' feelings. Even though the boy had been removed from the family, she was still unable to express her intense anger to her mother. Finally, she had someone who would take time to listen to her.

A teacher was thankful for the evaluation program and comparisons with abilities. "We should have had this information ten years ago," she said.

After an individual mental ability test an eleven-year-old boy was discussing his problems in school. "I'm stupid!" he said. It was explained that he had many areas of above average ability and that his main problems were reading and lack of perseverance in doing a job. "I'm not stupid then?" he asked. When reassured that he wasn't a big grin appeared, and his face glowed pink.

When thirteen and fourteen-year-olds were thinking about the next four years of high school and their future vocational plans, a number said, "I've never thought about it before." Several said, "I'll have to talk to mother. She knows what I like and can do." Another few cried and said they were scared because planning and talking to a stranger were new experiences for them. Other more confident requested reading materials on vocations and training possibilities.

Many children brought up personal problems and came back for return visits. A little girl who had trouble making friends said, "I have tried your suggestions, and they worked! I can talk to people now."

Incidents like these when a counselor feels she is helping people help themselves, make the program worthwhile to her as a person. One would hope that as each child tries to find himself, it would be worthwhile to the individual, his parents, the teachers, the administrators, and the community.

ST. CLAIR Class E State Project #577

A boy fron grade three, who participated in the Remedial Reading program, was very affectionate at times. Other times he showed fits of temper. Once the boy threw a book at the teacher's aide. Upon studying his case, it was found that he had a baby sister, who was abnormal, and was being taken to a special home for care. This third grade boy had been babysitting with his sister and had become very attached to her. He did not want his sister to be taken away. He talked to his teacher many times concerning her. With encouragement from the teacher who had time to listen, because her class was small in number, he was able to see the need for having the baby sister taken from the family. Although his adjustment was far from normal, he did make progress during the summer. If one such child can be helped then, in my opinion, the program was a success.

BUTLER R-V Class D State Project #275

Of the many values five-year-olds receive from kindergarten, by far the most important is the socializing value---learning the give and take of living and working together.

A group of eight had carefully built a block village and proudly explained the project to others. Kevin, an only child, had flitted from one center of interest to another finding nothing to satisfy him. He listened while the boys explained the project, then in one swift act sent it crashing.

Kevin was asked to sit on the "thinking chair"---the teacher explained it was just an ordinary chair until it was turned to face the wall, then it became a "thinking chair," where one could think without being bothered by others.

After some minutes, Kevin was asked if he wanted to talk about it. "No," he replied. The second time he was asked he said, "Yes, at first I thought bad things then I thought good things---I know what I did was wrong and I won't do it anymore."

Kevin joined the group and eventually was able to work well in a cooperative undertaking.

MOBERLY Class D State Project #791

Many of the fifth grade children who traveled to Jefferson City via chartered buses had never ridden a bus of any kind before. Many interesting observations were made in the bus load of North Park children. For example: one child was observed to pull away from the window each time another vehicle was passed. This was observed several times and then the child's teacher went over and exchanged seats with Ruthie's partner. She discovered that the child thought she would be hit. She ducked to be sure she would not be hurt.

Many of these children had never been taught to really "see". The principal accompanying the group saw to it that all children had an opportunity to sit in the first seat and watch the highway unfold.

This group had been told of the painting in the capitol showing Eads Bridge which appears to turn as one walks by, Some of the children walked past this as many as twelve and fifteen times.

Many of these children had no knowledge of antiques but when they were taken to the Cole County Museum, they were fascinated. They exhibited great interest and showed respect for the objects whose age and beauty were evident.

Their interest in the Capitol building was amazing. They were fascinated by the great seal in the floor of the rotunda, but some hesitated to stand on it until they were assured it was "all right". Many of the children counted the bears in the capitol. One girl proudly told of having seen more than 200.

Their behavior was beautiful, their interest keen and their appreciation great. Many related that it was the happiest day of their lives. (A side note: The two accompanying mothers were as appreciative as the children.)

In the Jefferson Building where most of the children loved the elevator, one flatly refused to get on because she was afraid.

These kids were fascinated to see the desk where the plans for their trip had been approved. After all, that trip was special.

Sixth grade children went by bus to St. Louis. Many of these children came armed with radio and comics "to read on the way". They were left at school and the same procedure of moving to the front of the bus for a better view was followed. These children watched for changes in community life and were aware of "pretty" houses. At the Climatron, which was unlike anything she had ever seen, one child said she was "scared and it seemed spooky". When asked why, all she could say was it didn't smell right. I presume she referred to the tropical atmosphere. Many of this same group had never eaten in a large cafeteria so the Forum was quite an experience. Imagine one child's disgust when he found shrimp cocktail was not pudding. The children had been told that their meal was not to exceed a given amount. One girl from a very low income family chose only three inexpensive dishes. She wanted to be sure she hadn't spent too much.

The Art Musuem with statues minus arms and other assorted parts seemed a waste of time. There was little realization that the work of art was real and not a picture to be bought for a few dimes.

There was nothing here that seemed to reach all the children. Evidently this was too much beyond their visual experiences.

The Plantarium show was missed because of faulty timing but the building was enjoyed and just seeing the shape of the building was satisfying to many.

Fourth grade loved the bus trip to St. Louis. Their reaction to the zoo was one of complete joy. Even the children who had been there before were thrilled with the zoo train. The group of children from North Park were broken up in small group with an adult leader for each group. They were each on their own to go to see what would interest them most.

In the reptile house, there was not fear but great interest. The python was said to be "beautiful" and looked as if he would feel like "velvet". Much concern was shown over Phil, the "stuffed" gorilla. When they returned, several looked up taxidermy to see how Phil's presevation had been made possible.

One boy, a very poor student, who lives in a housing project, talked of nothing but seeing where the Missouri and Mississippi rivers met. He had seen this on the map and could not understand why, when he was in St. Louis, he did not see this joining. These children had been told about the Arch in St. Louis. When the first glimpse of it came into view, there were screams of "There it is", "There it is." Then everyone stretched to see it. This group was most observant. One was quick to spot the bridges for pedestrians over Highway 70, not far from the airport. Their weekly newspaper had carried a story about them and they were pleased to see them first hand. These children took many, many pictures and proudly carried zoo souvenirs home. They had been well prepared for the trip to the zoo and on returning home wrote delightful stories and drew meaningful pictures.

The third grade travel trip was an especially good one. In one day these children rode by car to the train, by train to St. Louis, by bus to the airport and there they were wide-eyed and open mouthed at the sight of the planes. They loved the airport and little escaped them. The escalator was as much fun as the train.

These kids managed trays at the Forum like old hands (Perhaps the adults had learned a bit about how to help). They chose food wisely and ate nicely and met with approval by the people in charge there. These children toured Union Station and thoroughly loved it. One little girl was intrigued with the business of paying to use a restroom. An unheard of experience for her, no doubt.

The highlight of the trip was eating in the diner. Table cloths, silver, drapes at the windown and unlimited service was a never-to-be-forgotten experience. Their manners were good and no food was spilled but one little fellow loved that yellow napkin and carried it back with him. (It was later sent to the diner.) When asked to draw what had pleased them most more than one drew the diner. I personally feel that more of this sort of thing is needed.

All of these trips were worth every cent of whatever they cost. They were and are needed. They were particularly good because they were planned for, the children prepared for them and they were properly supervised.

HAYTI R-II Class D State Project #566

In one case, Laura Norris, was a very small Negro girl of 15 years. Her father was elderly when he died recently and her mother was very mean to the child. When Laura had a seizure, which was almost daily, she was sent home and her mother would beat her unmercifully, "driving out the devil" the neighbors told me. After I came to Central, I kept Laura with me most of the time and through one of the local M.D.'s obtained the proper medication for her.

Her mother did not allow her to take the medication at home because, as she said, there was nothing wrong with her. One day, I had gone to a mental health clinic and on my return I found Laura had been taken home with a seizure. She came back to school about 2:00 p.m. so severely beaten with a rope that she had burns over her body and legs. The social worker and I, who work together closely, got the juvenile officer to issue an order from the judge to have her removed from the home and by night had a temporary home for her, complete with clothing. We then called her sister who lives in Minnesota, and got Laura an appointment at Barnes Hospital in St. Louis for evaluation. After leaving Barnes she went to live with her sister in Minnesota. I received a letter this week from her. This made this entire program worthwhile to me. She states that she is well (better controlled, I imagine), has a room of her own and pretty clothes. Her other sisters all left home at 14 or 15 years of age due to treatment of the mother.

CHARLESTON R-I Class D State Project #38

Among people who work with children there is an abundance of warm stories. One incident occurred in our kindergarten program which is particularly worthy of mention here:

One of the children reported to his teacher one morning extremely excited. He was so excited that for a time the teacher was unable to comprehend anything that the child was saying. Later, the teacher was able to determine that the cause for the child's extreme exhileration was the fact that his mother had bought a pencil. This was the first time in the knowledge of the child that there had been a pencil in his house.

MEXICO Class D State Project #76

Many incidents occurred which helped the teacher feel that the program was successful. Two of these incidents will be related here.

This incident illustrates that gains in reading can be made when a student finds reading a pleasant experience. Billy announce loudly on our first visit to the library to browse and select a book to read for pleasure, "I've never read a book in my life and I know I won't find one in here." A new book about submarines caught his eye and he checked it out only because he was expected to have a book to bring to class. During the several reading periods we had, he seemed to be reading the book. On the day the class members told about their books, Billy admitted that this was the only book he had ever read, and he told about it with such vigor that several other boys wanted to check it out next. After class he searched the paperback books in the room for another submarine book and finally checked out a mystery book about the sea. He reported on the second book for extra credit and seemed convinced that reading could be fun.

Another incident illustrates the guidance function of the reading program. Jack, a boy who seemed to be in trouble constantly, found success in the reading course which he seldom found anywhere in school. As he approached his sixteenth birthday, he began to talk about quitting school. However, he seemed to enjoy reading class and when asked on a final test which particular lesson he thought was most helpful, he replied, "The one on high school dropouts. I decided not to quit school after all."

JEFFERSON CITY　　Class D　　State Project #928

Other evaluative criteria are comments copied from the 107 questionnaires returned to us. When reading these personal comments of the parents, it is apparent that the objectives set down for this program have been accomplished successfully. The children who attended also verify this statement by their approval and interest. Attached are exerpts from some of their comments.

In addition, the following account should be reported as indicative of the benefits derived from this type of unpressured training program:

Two Greek children, newly arrived in America, were brought to the Freshman High Library at the beginning of the second week of the program. They attended daily thereafter even though the boy was very shy and spoke very little English. The sister was more outgoing and attempted to speak English more frequently. While attending, both read several books, were taught the use of the card catalog, and the location of the books. In fact, the girl did all of the library skill exercises listed in a 21-point project.

The introduction they received into an informal classroom experience was invaluable preparation for the coming school year. Their acceptance by the group and willingness with which the group helped them was of benefit to all students participating in the program.

CREIGHTON R-VIII Class C State Project #565

A tenth-grade student was enrolled in the reading program. His English teacher said he was practically a non-reader. His oral vocabulary check was third-fourth grade level. His comprehension was at his own level. He was very interested in science, cars, etc. Phonetic word drill cards, vocabulary builders, and word meanings were used. He read from TEEN AGE TALES by Heath. Vocabulary cards of each word he missed or didn't know were kept on 3 x 5 cards in his file. He chose stories concerning cars much of the time. During the reading program he had his 16th birthday, and he passed the written test for his driver's license. He learned over 200 new words in the reading program; and had 300 words in his file. At the end of the school year he had a definition test in science. The definitions were read to him over the tape recorder; and he followed along reading from his book. He listened to the tape so many times that he could read from his book. He learned all the definitions, and mastered the spelling well enough that he was given 100% on his definition test grade.

The following is a letter received by one of the teachers:

Dear Mrs. Allen:

Thank you for letting me visit a reading session.

I had heard my children talking about machines, cards and tape recorders and became very curious about what you were doing there. It is marvelous! It typifies what I think learning should be: interesting, challenging and on an individual level.

My children have thoroughly enjoyed it, and they have been made aware of the need for building their vocabularies.

I hope this becomes an annual affair.

Sincerely,

Mrs. Loyal George

WILLARD R-II Class C State Project #273

Evaluating our services to educationally deprived might be in the simple example of the little girl who came fairly often to the health room saying, "I got troubles again."--A rheumatic heart victim who needed more than a visible bandaid for her cut finger.

The little boy who was soon asleep between clean sheets after an upset stomach--he didn't want to go home. It seems his mother had to threaten him to get him out of the car when he had been taken home before.

The busy teacher who asked "Will you be here today? It's so good to have someone to whom I can send my problems."

The secretary who remarked, "I'm sure glad you were here yesterday."---when the little boy fell from the slide, resulting in a fracture with a deformity of the left forearm.

Three hundred thirty-two children visited the health room for various reasons. Minor reasons on the surface but forsee the future evaluation of scattered seeds of T.L.C.-P.R.N. for these children.

A unit on Negro history was presented to the class by a capable and knowledgeable Negro teacher. The class, which consisted of a majority of Negro students, expressed anger and resentment at the word "Negro" being spoken and a shame of their race as shown in the following incident.

The class was asked to hold up their hands if they were Negro. One girl held up her hand but with an expression of resentment and hostility. The other Negro students looked at the floor and raised their hands only slightly, with one of these students verbally and angrily objecting to the use of the word "Negro".

This reluctancy to admit their race and the display of anger and hostility to the word "Negro" being spoken shows that the Negro students were ashamed of their race as well as an ignorance of Negro history and heritage. Through studying Negro history, the class found that many Negroes of the past and present have contributed a great deal to the modern American society and that they did not have to be ashamed to admit their race or to hear the word "Negro" spoken. The class also learned that they could advance socially and professionally on their skill, talent, and knowledge rather than being doomed to failure from the start because of their race.

7. METHODS OF INCREASING STAFF FOR TITLE I PROJECTS:

Summarize the methods LEA's are using to develop or increase staff for Title I projects.

* Additional analysis provided for in Appendix A.

Methods used by LEAs to Reduce Personnel Shortages

	A		B		C		D		E		Over-all	$\sum$
Method	Rank	f	Rank	f	Rank	f	Rank	f	Rank	f	Rank	f
In-service training	1	1	1	1	2	10	4	19	4	45	4	76
Utilised present personnel in hours other than regular working hours	1	1	1	1	1	18	1	28	2	104	2	152
Summer school training arrangements	1	1	0	0	4	3	5	7	5	30	5	41
Recruited from local population	0	0	1	1	2	10	2	26	1	149	1	186
Recruited from outside of district	0	0	1	1	3	9	3	10	3	78	3	98
Other	0	0	0	0	5	1	6	1	6	3	6	5

8. MEASURING INSTRUMENTS:

For each school level, list the most prevalently used instruments including standardized schievement tests. (indicate the form.)

(a) Pre-Kindergarten
(b) Grades 1-3
(c) Grades 4-6
(d) Grades 7-9
(e) Grades 10-12

* Additional analysis provided for in Appendix A.

Measuring Instruments Used in Title I Projects, by Frequency of Use

Test	Subtest	Grade Level Pre-Kg. Kg.	1-3	4-6	7-9	10-12	Total
California Achievement	Reading	---	13	19	17	11	60
	Arithmetic	---	13	17	12	6	48
	Language	---	16	20	20	12	68
Gates Reading Test		---	11	28	18	3	60
Gates Primary Reading Test		---	5	---	---	---	5
Iowa Silent Reading Test		---	---	10	8	---	18
Iowa Test of Basic Skills	Reading	---	23	57	32	---	112
	Arithmetic	---	6	22	15	1	44
	Language	---	8	24	14	---	46
	Spelling	---	---	3	3	---	6
	Study Skills	---	4	15	8	---	27
Metro-politan Achievement Test	Reading	---	11	29	11	4	55
	Arithmetic	---	7	6	5	2	20
	Language	---	2	6	3	2	13
	Social Studies	---	---	3	3	2	8
SRA Achieve-ment Series	Reading	---	---	3	7	1	11
	Arithmetic	---	---	---	2	---	2
	Language	---	---	---	2	---	2
Stanford Achievement Test	Paragraph Meaning	---	50	53	23	2	128
	Word Meaning	---	53	41	---	---	101
	Arithmetic	---	20	13	9	5	47
	Language	---	14	23	10	2	49
	Social Studies	---	7	11	3	2	23
	Science	---	---	12	8	2	22
	Spelling	---	14	20	10	2	46
	Study Skills	---	7	4	---	---	11

9. ANALYSIS OF EFFECTIVE ACTIVITIES AND METHODS:

(a) For each school level isted below, cite the five project activities which you judge to have been most effective. (Grade levels listed below are for clarification purposes.)

(1) Early years--(Preschool through grade 3)
(2) Middle years--(Grade 4 through grade 6)
(3) Teen years--(Grade 7 through grade 12)

*Additional analysis provided for in Appendix A.

Effective Activities and Methods

Project Activity	Early Years Preschool-Grade 3	Middle Years Grades 4 - 6	Adolescence Grades 7 - 12
Kindergarten	x		
Cultural Enrichment	x	x	x
Language Arts	x	x	x
Reading		x	x
Mathematics		x	x
Physical Education	x	x	x
Teacher Aides & Other Subprofessional Help	x	x	x

(b) For each of the project activites you listed above, discuss the strengths and weaknesses of critical procedural aspects (for example, facilities, materials, equipment, personnel qualifications and training, schedule, organization, evaluation, etc.)

This is discussed on page 30, Appendix A, Vaughn report.

10. GENERAL ANALYSIS OF TITLE I

Generalize about the effectiveness of Title I in enhancing educational opportunities, experiences, achivement, and general attitudes toward education.

General observation of Title I projects in operation indicate there has been a substantial amount of good derived from the services provided through this program. The late start during FY 1966 makes evaluation very superficial. Reports from most areas of the state show a great deal of enthusiasm for the services provided. Children who previously had not had the benefits of health services, guidance services, cultural activities, and remedial academic classes have profited to an extent which can only be determined through further exposure to this type of new experiences.

A great deal of money was expended for equipment and materials during FY 1966 which will be fully placed into operation in FY 1967. The affects of these items upon the improvement of student achievement will not be fully known for some time. When, after at least two years' experience, an indepth evaluation can be made which will provide concrete data from which better determine the direction Title I should take.

Political influence should be eliminated from the operation of Title I. Education of educationally deprived children is far too important to be heavily entwined with political implications which dictate the direction to be taken by the program.

PART III

TABULAR DATA

Instructions: This section includes several two-way tables which should be adapted and completed by each state. Follow the specific instructions for each table.

Table 1 - For a selected sample of representative projects in skill development subjects and attitudinal and behavioral development, indicate the number of projects that employed each of the specified types of standardized tests and other measures.

Table 1

Use of Standardized Tests and Other Measures: for All SMSA

	Skill Development Activities					Attitudinal and Behavioural Development Activities				
	Grade Levels									
Measures	Pre-Kg. Kg.	1-3	4-6	7-9	10-12	Pre-Kg. Kg.	1-3	4-6	7-9	10-12
Standardised Tests & Inventories										
a. Achievement	15	151	159	151	70	---	2	3	1	2
b. Intelligence	17	47	37	45	17	---	2	1	1	2
c. Aptitude	11	6	5	18	24	1	---	---	2	---
d, Interest	2	0	2	2	7	1	---	2	2	---
e. Attitude	6	6	5	1	0	---	1	1	---	---
f. Other	15	16	24	22	7	---	---	---	---	1
Other Tests										
a. Locally Devised Tests	5	22	15	16	6	3	6	4	1	0
b. Teacher-made Tests	26	107	83	89	41	10	14	12	7	13
c, Other	8	20	27	14	3	---	---	---	---	---
Other Measures										
a. Teacher Ratings	4	32	22	19	14	6	33	35	33	23
b. Anecdotal Records	13	22	21	26	6	10	38	37	33	12
c. Observer Reports	32	44	64	32	27	29	66	68	81	41
d. Other	0	4	4	4	2	1	2	2	2	1

Table 1a

Use of Standardized Tests and Other Measures: SMSA A (1)

	Skill Development Activities					Attitudinal and Behavioural Development Activities				
	Grade Levels									
Measures	Pre-Kg. Kg.	1-3	4-6	7-9	10-12	Pre-Kg. Kg.	1-3	4-6	7-9	10-12
Standardised Tests & Inventories										
a. Achievement	---	1	1	1	1	---	---	---	---	---
b. Intelligence	---	1	1	1	1	---	---	---	---	---
c. Aptitude	---	---	---	---	---	---	---	---	---	---
d. Interest	---	---	---	---	---	---	---	---	---	---
e. Attitude	---	---	---	---	---	---	---	---	---	---
f. Other	---	1	1	1	---	---	---	---	---	---
Other Tests										
a. Locally Devised Tests	---	---	---	---	---	---	---	---	---	---
b. Teacher - made tests	---	1	1	1	1	---	---	---	---	---
c. Other	---	---	---	---	---	---	---	---	---	---
Other Measures										
a. Teacher ratings	---	---	---	---	---	---	1	1	1	1
b. Anecdotal records	---	---	---	---	---	---	---	---	---	---
c. Observer reports	---	---	---	---	---	---	---	---	---	---
d. Other	---	---	---	---	---	---	---	---	---	---

Table 1b

Use of Standardized Tests and Other Measures: SMSA B (2)

	Skill Development Activities					Attitudinal and Behavioural Development Activities				
	Grade Levels									
Measures	Pre-Kg. -Kg.	1-3	4-6	7-9	10-12	Pre-Kg. -Kg.	1-3	4-6	7-9	10-12
Standardised Tests & Inventories										
a. Achievement	1	---	---	---	---	---	---	---	---	---
b. Intelligence	1	---	---	---	---	---	---	---	---	----
c. Aptitude	1	---	---	---	---	---	---	---	---	---
d. Interest	---	---	---	---	---	---	---	---	---	---
e. Attitude	---	---	---	---	---	---	---	---	---	---
f. Other	---	---	---	---	---	---	---	---	---	---
Other Tests										
a. Locally Devised Tests	1	---	---	---	---	---	---	---	---	---
b. Teacher made Tests	---	---	---	---	---	---	---	---	---	---
c. Other	---	---	---	---	---	---	---	---	---	---
Other Measures										
a. Teacher Ratings	---	---	---	---	---	1	---	---	---	---
b. Andcdotal Records	---	---	---	---	---	---	---	---	---	---
c. Observer Reports	---	---	---	---	---	1	---	---	---	---
d. Other	---	---	---	---	---	---	---	---	---	---

Table 1c

Use of Standardized Tests and Other Measures: SMSA C (3)

	Skill Development Activities					Attitudinal and Behavioural Development Activities				
	Grade Levels									
Measures	Pre-Kg. -Kg.	1-3	4-6	7-9	10-12	Pre-Kg. -Kg.	1-3	4-6	7-9	10-12
Standardised Tests & Inventories										
a. Achievement	---	22	24	18	10	---	---	---	---	---
b. Intelligence	---	4	4	4	---	---	---	---	---	----
c. Aptitude	---	---	---	2	4	---	---	---	---	----
d. Interest	---	---	---	---	2	---	---	---	---	---
e. Attitude	---	---	---	---	---	---	1	1	---	---
f. Other	2	---	4	4	4	---	---	---	---	---
Other Tests										
a. Locally Devised Tests	---	4	4	2	---	---	2	1	---	---
b. Teacher-made Tests	2	14	12	12	6	---	2	2	---	---
c. Other	1	2	4	4	1	---	---	---	---	---
Other Measures										
a. Teacher Ratings	2	6	8	4	4	4	18	20	20	12
b. Anecdotal Records	---	6	6	2	---	---	2	2	2	----
c. Observer Reports	2	2	4	4	1	---	10	14	14	10
d. Other	---	---	2	3	2	1	---	1	2	1

Table 1d

Use of Standardized Tests and Other Measures: SMSA D (4)

	Skill Development Activities					Attitudinal and Behavioural Development Activities				
	Grade Levels									
Measures	Pre-Kg.-Kg	1-3	4-6	7-9	10-12	Pre-Kg.-Kg,	1-3	4-6	7-9	10-12
Standardised Tests & Inventories										
a. Achievement	---	18	16	16	6	---	---	---	---	---
b. Intelligence	2	6	2	2	---	---	---	---	---	---
c. Aptitude	---	---	---	4	---	---	---	---	2	---
d. Interest	---	---	2	---	---	---	---	2	2	---
e. Attitude	---	4	4	1	---	---	---	---	---	---
f. Other	---	2	4	5	1	---	---	---	---	---
Other Tests										
a. Locally Devised Tests	---	10	4	4	---	---	---	---	---	---
b. Teacher-made Tests	---	12	10	11	6	---	---	2	---	---
c. Other	---	4	3	6	2	---	---	---	---	---
Other Measures										
a. Teacher Ratings	2	16	14	15	10	1	14	14	12	10
b. Anecdotal Records	1	6	9	7	3	---	6	5	3	2
c. Observer Reports	2	12	10	14	8	1	6	9	7	6
d. Others	---	4	2	1	---	---	2	1	---	---

Table 1e

Use of Standardized Tests and Other Measures: SMSA E (5)

	Skill Development Activities					Attitudinal and Behavioural Development Activities				
	Grade Levels									
Measures	Pre-Kg. -Kg.	1-3	4-6	7-9	10-12	Pre-Kg. -Kg.	1-3	4-6	7-9	10-12
Standardised Tests & Inventories										
Achievement	14	110	118	116	42	---	2	3	1	2
b. Intelligence	14	36	30	38	16	---	2	1	1	2
c. Aptitude	10	6	5	12	16	1	---	---	---	---
d. Interest	2	6	5	12	16	1	---	---	---	---
e. Attitude	6	2	1	---	---	---	---	---	---	---
f. Other	12	13	15	12	2	---	---	---	---	---
Other Tests										
a. Locally Devised Tests	4	8	7	10	6	1	4	3	1	---
b. Teacher made Tests	24	80	60	65	28	10	12	8	7	5
c. Other	7	12	20	4	---	---	---	---	---	---
Other Measures										
a. Teacher Ratings	30	40	40	36	20	25	40	60	60	30
b. Anecdotal Records	12	10	6	17	3	10	30	30	28	10
c. Observer Reports	28	30	50	14	18	28	50	45	60	25

Table 2 - Summary of Effectiveness for Types of Projects

For major types of projects (e.g. reading, arithmetic, preschool, health services, after school study centers, audio-visual, guidance services, etc.) construct tables summarizing the numbers of projects that showed substantial progress in achieving their objectives, and showed little or not progress in achieving their objectives.

* Additional analysis provided for in Appendix A.

Table 2

Effectiveness for Types of Projects: Reading--General

School Level	Primary Objective[a] Substantial Progress Achieved	Some Progress	Secondary Objective[b] Substantial Progress Achieved	Some Progress
Preschool	----	----	----	----
Grades 1 - 3	20	5	20	5
Grades 4 - 6	49	20	49	20
Grades 7 - 9	53	10	53	10
Grades 10 - 12	15	6	15	6
Totals	137	41	137	41

[a] To increase performance on standardised tests.

[b] To improve classroom performance in reading.

Table 2

Effectiveness for Types of Projects: Arithmetic--General

School Level	Primary Objective[a] Substantial Progress Achieved	Primary Objective[a] Some Progress	Secondary Objective[b] Substantial Progress Achieved	Secondary Objective[b] Some Progress
Preschool	----	----	----	----
Grades 1 - 3	2	3	2	3
Grades 4 - 6	14	10	14	10
Grades 7 - 9	16	11	16	11
Grades 10 - 12	4	6	4	6
Totals	36	30	36	30

[a] To increase performance in standardised tests.

[b] To improve classroom performance in reading.

Table 3

Comparison of Title I Project Schools to Non-Title I Schools for Average Daily Attendance and Average Daily Membership

	1963 - 1964				1964 - 1965				1965 - 1966			
	Title I Schools		Non-Title I Schools		Title I Schools		Non-Title I Schools		Title I Schools		Non-Title I Schools	
Grade	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM
12	68.9	75.7	69.0	70.0	88.5	94.6	63.3	81.5	80.1	87.2	52.5	56.7
11	74.2	79.5	71.0	72.0	86.7	92.6	77.0	79.0	84.7	91.2	40.8	44.0
10	73.7	78.8	74.0	76.0	91.4	97.9	86.5	90.0	86.1	90.4	37.3	40.6
9	73.5	78.4	88.1	91.3	87.7	93.0	71.3	74.1	81.7	90.3	91.1	96.7
8	64.3	69.2	79.1	82.3	82.4	88.2	93.3	98.4	73.2	79.0	56.2	64.9
7	64.2	69.8	63.9	66.2	77.7	123.9	87.9	92.9	69.8	80.1	107.2	119.7
6	61.4	66.7	63.0	65.6	67.6	72.8	133.8	139.5	61.8	67.1	140.9	152.2
5	63.1	70.0	61.2	64.3	69.1	75.6	130.6	136.2	62.6	68.6	139.3	146.3
4	67.7	73.7	65.2	70.7	73.8	79.8	130.0	136.1	68.3	74.4	162.4	171.1
3	72.4	78.1	50.8	53.3	76.2	82.7	145.0	160.7	71.0	76.9	199.1	213.5
2	72.2	77.8	58.8	61.8	77.9	83.5	166.4	174.4	73.9	79.9	202.9	214.0
1	77.9	83.9	56.5	59.2	83.4	88.8	183.2	191.2	81.6	92.7	232.5	247.4
Average	69.5	75.1	66.7	69.4	80.2	89.5	97.4	121.6	74.6	81.5	121.9	130.6
Per Cent: ADA of ADM	92.0		96.0		89.7		80.3		91.5		93.3	

TABLE 5 DROPOUT RATES (HOLDING POWER) FOR TITLE I PROJECT SCHOOLS COMPARED TO NON-TITLE I SCHOOLS IN THE DISTRICT AND STATE-WIDE NORM

	1963 - 1964		1964 - 1965		1965 - 1966	
Grade	Title I Schools	Non-Title I Schools	Title I Schools	Non-Title I Schools	Title I Schools	Non-Title I Schools
12	5.43	----	5.07	----	4.33	1.00
11	4.92	1.00	4.53	1.00	5.46	2.00
10	4.53	----	3.92	----	4.86	1.00
9	3.71	----	3.21	----	3.66	2.00
8	2.18	----	2.72	----	3.33	----
7	2.14	----	2.75	----	2.15	1.00
Number of Schools	15	1	15	1	15	4
Total Number of Students	27,985	229	33,766	----	108,722	4,137
Number of Droupouts	855	3	1,172	2	3,227	52

Table 6

Comparison of Title I Project High Schools to Non-Title I High Schools in Percentage of Students Continuing Education beyond High School

Graduates and Schools	1963 - 1964		1964 - 1965		1965 - 1966	
	Title I Schools	Non-Title I Schools	Title I Schools	Non-Title I Schools	Title I Schools	Non-Title I Schools
Total Number of Graduates	8847	353	11,384	402	16,977	204
Mean Size of Graduating Class	75.62	58.83	81.90	67.00	82.81	102.00
Number of Schools Having Continuing Graduates: Per Cent						
0 - 10%	8	-----	7	-----	6	-----
11 - 20%	11	-----	11	-----	14	-----
21 - 30%	23	1	28	-----	38	1
31 - 40%	18	2	25	-----	46	1
41 - 50%	35	2	42	3	53	-----
51 - 60%	12	-----	16	2	27	-----
61 - 99%	10	1	10	1	21	-----
Number of Schools	117	6	139	6	205	2

Table 7 - Tabular Data

(A) Group by project objectives (e.g. improve reading skills, improve nutritional level, improve first grade readiness, improve speech, improve chances of remaining in school) the five most commonly funded Title I projects in your state.

(B) Within each of the five categories in (A) analyse the most common approaches used to reach these objectives.

Examples of these approaches would be:
provision of teacher aides,
provision of additional teacher time,
provision of equipment and supplies
introduction of in-service training, etc.

Approaches OBJECTIVES	Provision of Teacher Aides	Provision of Additional Professional Time	Provision of Equipment and Supplies	Introduction of in-service training
Improvement of Reading	3	1	2	4
Improvement of Math	1	3	2	4
Improvement of Health Services	/	1	2	/
Introduction of Kindergarten	1	3	2	4
Improvement of Language Arts	1	3	2	4

Ranking:

1 - High effort
2 - Substantial effort
3 - Moderate effort
4 - Low effort
/ - No significant activity

APPENDIX

A - Vaughn Contract and Report

B - Supplementary forms to Part I, Basic Data

C - Listing of regional CAA agencies

D - Example of Title I abstract

E - CEMREL (an overview)

F - CEMREL (progress report June 15, 1966 - September 1, 1966)

G - CEMREL (Program activities September 1, 1966 - December 1, 1967)

H - Listing of Art and Music Test

I - Physical Education Test

J - Regulation and Guidelines Title I

K - Title I Evaluation Guide

L - List of 10% sample

M - Evaluation forms, Title I, PL 89-10 (Missouri)

N - Small school exemplary program (Dexter, Missouri)

O - Questions and Answers

P - Bibliography - Measurement and Evaluation (for LEAs)